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ABSTRACT

This special journal issue recounts the first 74 years of the Illinois Association of Teachers of English (IATE). Sections discuss the following topics: (1) IATE's founders; (2) its association with the National Council of Teachers of English; (3) changes in the educational system over the 74-year period; (4) trends in English education during that period; and (5) highlights from IATE's past, including memories of authors, special projects, resolutions, and past IATE presidents. (HTH)

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Fall 1981

Illinois English Bulletin

Illinois Association of Teachers of English

IATE's First 74 Years
A History

by

J. N. Hook

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IATE's First 74 Years

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ILLINOIS ENGLISH BULLETIN

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About This Issue

The Illinois Association of Teachers of English is fortunate that the writing of its history has been undertaken by a person of the stature of J. N. Hook, Professor of English, Emeritus, of the University of Illinois at Urbana-Champaign. Information about the organization's past was scattered in rare copies of early *Bulletins*, in old correspondence and news publications, and in the heads of people with anecdotal memories of the early days. It is probably not an exaggeration to say that Dr. Hook was the only possible choice as historian — not only because of his demonstrated ability to make a cogent and ordered presentation of what to others would be a bewilderingly hard-to-trace subject but because of his close and personal contact with the association and its members throughout the years of growth and development. It was typically generous of him to agree to tackle the telling of our story soon after he had completed a history of the National Council of Teachers of English, *A Long Way Together: A Personal View of NCTE's First 67 Years.* (Please note that the IATE pre-dated NCTE!) Although Dr. Hook's most recent book *The Grand Panjandrum*, published in 1980 by Macmillan, has earned him new celebrity status with the reading public at large (it was chosen as an alternate selection by three book clubs, including the Book-of-the-Month), teachers have long placed his *The Teaching of High School English* on their desks alongside other indispensables like Webster's *Dictionary* and Shakespeare's *Complete Works.*

It is appropriate that this history should appear at the same time that the IATE expresses its appreciation to its most esteemed member by naming him ILLINOIS AUTHOR OF THE YEAR, an award to be bestowed at the October 30 banquet. The *Bulletin* is proud to devote this entire issue to the history of IATE, a work of love by J. N. Hook, who has served us as editor, treasurer, president, and now — historian.

DOROTHY MATTHEWS
Editor

1. The Founding Fathers and Mothers

In the early 1930's, when I was an undergraduate at the University of Illinois, I came to know two of the men who years earlier had helped to found the Illinois Association of Teachers of English.

One of them, Professor E. C. Baldwin (1870-1940), I knew but slightly. Slender, not very tall, serious, and either shy or retiring, he nevertheless had been outgoing enough to become IATE's first president, in 1907, five years after he came to teach at Illinois. His specialties were the seventeenth century and the Bible, and his scholarly publications dealt mainly with Milton, the Hebrew and Greek ideas of life, and the Old Testament prophets. The initial E. stood for Edward, the C. for Chauncey; his friends — and his students when he wasn't nearby — called him E. C. or Chauncey.

I took no courses from him, but others said that he was fair, thorough, and less dull than his teaching subjects appeared to most undergraduates. He must have been much interested in teaching and teachers, for he edited for high school use several works, including Bunyan's *Grace Abounding*, Dickens's *David Copperfield*, and, with H. G. Paul, *English Poems*. For many years after his presidency he served as IATE's secretary.

I knew Harry Gilbert Paul (1874-1945) much better. After his death I became his successor at the University. He was the man who for over twenty-five years, partly through his editing of the *Illinois English Bulletin*, was the mainspring of the Association. He was a member of its first Executive Committee, and he maintained his interest in it until his death. Short, and somewhat pudgy when he was my teacher, he had a mind that danced, especially when he talked about his two great loves: poetry, and the teaching of English. And at those times even his roundish body became more lively, too, and we undergraduates forgot that he wasn't physically graceful, we were not bothered by his highpitched voice, and we objected not at all to his frequent clichés or his fondness for nineteenth-century oratorical flourishes.

The clichés and flourishes often entered his writing, too, as in this rather mild example, a greeting to new English teachers in October, 1916:

> In behalf of the veteran members of the Illinois Association of Teachers of English, the editor of the *Bulletin* wishes to offer the right hand of fellowship to the entered apprentices of our craft.

Until 1966-67, when IATE for the first time had an executive secretary, its continuity rested mainly in its editor. A president served only a year, and Executive Committee membership changed steadily. But most editors remained for several years, and HGP longest of all. While serving as editor he was also the Association's real leader, its idea man, its chief innovator, its administrator, and in addition the conservator and enricher of its ideals of service to the profession.

From Professor Paul I took two courses, one in the teaching of literature, the other in the teaching of composition. He gave order to my inchoate ideas about teaching, and although I could never be as conservative in my thinking as he generally was, he exemplified for my classmates and me how important it is for a teacher to know the subject matter well, how to carry that knowledge lightly and without pedantry, how essential it is to regard students as people and not as receptacles, how helpful a twinkling eye and a dancing mind can be.

Thanks to the alphabet, siting next to me in Paul's class in teaching of literature was a young woman whose own contributions to IATE would be considerable but too little noticed. She was Miss Mary Kay Hansen, now for many years Mrs. Mary Kay Peer. After her graduation, as the long-time secretary of the U of I Department of English (and college folk know that a good secretary *runs* a department) she helped a succession of Bulletin editors, assisted in making arrangements for annual IATE meetings, sold memberships at those meetings, secured a room where old *Bulletins* could be stored and mailed out on request, helped the Association's treasurer, and quietly made sure that the department head did not forget to put into the budget some money to support the *Bulletin* or to strengthen IATE's work in other ways. Mary Kay has been my good friend during all these years. Thanks to the alphabet.

Besides teaching methods courses, Harry Paul taught American literature. He edited Parkman's *The Oregon Trail,* Poe's poems and tales, the novel *Richard Carvel,* and selections from the *Atlantic Monthly* for classroom use (with Charles Swain Thomas of Harvard). He also co-authored some moderately popular textbooks in composition; as I write this, I have beside me his own copies of four of these, some pages neatly annotated in his small, firm hand with his suggested revisions for the next edition.

HGP was much interested in students' speech and in public speaking, too, and repeatedly urged English teachers to increase their emphasis on oral English. His reputation as writer, editor, and teacher of teachers was national. He was, for instance, presi-

dent of the National Council of Teachers of English in 1921, and the co-author of one of his books was one of the nation's experts on curriculum, W. W. Charters.

In 1938 Harry Paul presented at the annual conference of IATE a paper on "The Early Days of the Association." The secretary's minutes summarized the paper, in part like this:

> The Association is the brain child of Dr. Hollister, who was Superintendent at Sterling and came to the University of Illinois in 1902. . . . The first Conference was a single body, with no sections as yet, and it was a small body. The first sectional meeting was held in 1907, and speakers were imported. There was a great growth, after the coming of President James to the University.
>
> The first [IATE] president was Dr. E. C. Baldwin in 1907. Early leaders who exercised great influence were Dr. Hosic, Thomas H. Briggs, Professor McConn, J. M. Clapp, Miss Florence Skeffington, Mr. Hirsch, Miss Isabel McKinney, Mr. W. W. Hatfield, Simonds, Mozier, Greenough, Shryock, C. B. Richardson.

The date of the founding was November 22, 1907 — four years before the birth of the National Council. The only older state or regional association appears to be the New England Association. The IATE constitution was drafted by Professor Daniel K. Dodge of the University of Illinois (whom I remember from the 30's because of his spritely walk and his carefully trimmed white goatee), with help from a Miss Morris of Champaign and a Mr. Manners of East St. Louis.

Some of the early leaders mentioned by Paul were to be nationally prominent in the profession. James Fleming Hosic was the chief founder of NCTE and also of the Association for Supervision and Curriculum Development; he established, owned, and edited the *English Journal,* served NCTE as its first secretary, and was its president in 1920. He was elected IATE president eight years earlier than that, in 1912, thus helping to establish the precedent that service to affiliates was often the path to high office in the national organization. W. Wilbur Hatfield, president of IATE the following year, later also succeeded Hosic in the NCTE secretaryship and in owning and editing the *English Journal* — tasks which he performed for a third of a century, making him known fondly as "Mr. NCTE" or "Mr. English."

J. M. Clapp, a professor at Lake Forest, was another of the founders of NCTE and a power in that organization for two decades; he was chosen as IATE president in 1916. C. N. Greenough, a U of I English professor who later moved to Harvard, was IATE's third president (1909). As a scholar he wrote on

such varied subjects as the Theophrastan "characters," the development of the *Tatler*, New England almanacs, and the Oriental tale in England. Thomas H. Briggs soon left the Normal School in Charleston for Teachers College, Columbia, where he became an authority on curricular problems and the improvement of instruction; he pioneered in the development of junior high schools, writing a book on that subject as early as 1920. Like others of the early leaders, Briggs was a versatile person, as is suggested by another, much later book, *Opera and Its Enjoyment*.

Florence Skeffington, who also taught at Eastern Illinois State Normal School, became the first woman president of IATE but had to wait until 1920 to be elected. (NCTE, however, waited for a woman until 1929 and then acted only because of prodding by Hatfield.) Isabel McKinney, another of a remarkably able group at Eastern, was the first woman to have an article published in the *Bulletin*. W. E. Simonds, IATE's second president, was a professor at Knox College, and C. M. McConn, who made special studies of college entrance requirements — a hot subject in those days — taught in what was called the University Preparatory School at the U of I. W. F. Mozier, of Ottawa, was chosen president in 1911, and B. C. Richardson, of Alton, in 1915. The "Mr. Hirsch" named in Paul's list may actually have been S. B. Hursh of Western Illinois State Normal, who wrote on grammar for the *Bulletin* in 1914. Shryock was H. W. Shryock of Carbondale. "Dr. Hollister," whom HGP credited with the original idea for the Association, was H. A. Hollister, whose title was High School Visitor. In those days the University was responsible for accreditation of secondary schools, and the task was entrusted to the High School Visitor and his assistants.

On page 1 of the first issue of the *Illinois English Bulletin*, dated March 1, 1909, Harry Paul explained that although Illinois English teachers, along with teachers of other subjects, often attended an annual conference on the U of I campus, those meetings were not enough:

> It had been for some time the opinion of many of those who are particularly interested in the English work of the high schools of the state that the annual meetings of the English section of the high school conference, though useful socially and invaluable as a means of measuring progress, were inadequate for solving the problems confronting the teachers of literature and composition in the secondary schools. There was a general feeling that what was needed was not an intermittent association but one that should be in a sense continuous. It was believed that a permanent organization would do much to furnish such a continuous association by adding to the inspiration of the annual

> meeting a sense of solidarity that comes from feeling that we belong to a fellowship held together not only by common aims but by more formal ties as well.

Apparently many English teachers felt the need for such ties, for a year after the founding, 150 persons attended the conference. The conferees at the first two meetings set to work on "the definite formulation of a course of study for secondary schools" in order to overcome curricular variation and disarray that to some appeared almost anarchical. They assumed rather blithely that in a year or so people of good will could bring about a result satisfactory to almost everyone.

National leaders of the time — at least many of them — believed that one course of study, suitable for the college-bound, would be appropriate for every one of the 915,061 high school students enrolled nationally in 1909 and for all who would follow them. True, G. Stanley Hall, E. L. Thorndike, and John Dewey were beginning to shake such a simplistic belief by talking about growth stages in the young, individual differences, and the importance of socialized instruction, but their teachings were not known to or accepted by nearly all educators. So the founders of IATE felt justified in trying to formulate a course of study that all should follow.

Editor Paul carefully avoided complete endorsement of the idea of a single, inflexible course of study for all students, although he too believed that differences within and between schools were too great. In discussing the purposes of the fledgling *Bulletin* he said that it was intended . . .

> to bring the teachers of English throughout the state into closer relations, and to discuss and eventually to outline tentative courses in composition and literature, which may promote a greater uniformity in the curricula of the various secondary schools. Furthermore, the Association takes this means for considering more carefully and fully the special problems in the teaching of English and for presenting such methods and devices as have been found especially valuable for its members.

W. E. Simonds, too, in his presidential address of 1908, was concerned with the complexity of English teaching. He said,

> . . . no other branch of school instruction is so full of perplexing factors and puzzling situations as these twin branches of instruction which are designed to produce efficiency in expression and to develop sound literary tastes.

Isabel McKinney, in an article on composition in the third issue

of the *Bulletin*, seems now surprisingly modern, despite an unintentionally amusing declaration that "Whoever goes to his grave with bad English in his mouth has no one to blame but himself." She realized the emptiness of rote learning of rules: "Mere instruction in the rules of rhetoric is of little value to anyone.... [Children] must learn to write by writing and to speak by speaking." She stressed the value of oral composition and class discussion as preparation for writing, thus anticipating part of the modern emphasis on the importance of the process in composition. Sincerity, too, was important for student writers:

To be sincere they must write on a subject in which they are interested, and for an audience which they wish to interest. She told of a Boston teacher who asked "a street urchin" to write about "What does the rain say to the dust?" He said that he could not, but finally "in a blaze of indignation" he wrote, "What does the rain say to the dust? I am on to you and your name is mud!" This, said Miss McKinney, "is a triumph of sincerity under difficult circumstances."

Miss McKinney also referred to what has been a steady concern of IATE for seven decades, the heavy load of a conscientious English teacher, particularly "the burden of correction" when the teacher tries to evaluate constructively each composition in a tall stack.

High school literature programs of the time were largely dominated by the entrance requirements of a few Eastern universities and a national board strongly influenced by those universities. The first issue of the *Illinois English Bulletin* reflected this dominance, indicating that all students should study carefully *Macbeth*, "Il Penseroso," "Comus," Washington's "Farewell Address," orations by Webster, and either Macaulay's "Life of Johnson" or Carlyle's "Essays on Burns." No one seemed to wonder why American children should be exposed to Carlyle's idiosyncratic style or should read a biography of an English lexicographer of whom they might never hear again. High school students, the requirements said, should also be familiar with Old Testament narratives, parts of the *Odyssey*, *Iliad*, and *Aeneid*, several Shakespearean plays besides *Macbeth*, and some Defoe, Goldsmith, Scott, Dickens, Thackeray, Gaskell, George Eliot (*Silas Marner* had become a high school standard only a few years after its writing, although the unorthodox life style of its author was carefully hidden from students and their parents), Stevenson, Bunyan, Addison, and American writers Franklin, Irving, Lincoln, Parkman, and Thoreau.

The 1909 IATE conference was based on the report of the Committee on Outlining a Course of Study, which in turn was based on questionnaire replies from 150 Illinois high schools. The committee said that ⅗ of instructional time should be devoted to literature, ⅖ to composition. Included in composition was "practical grammar," which meant learning the parts of speech and their uses and "the more usual forms of sentence structure." In both composition and literature "constant attention" should be given to students' grammar — meaning usage.

There should be a textbook on English literary history, the committee declared, and perhaps, though not certainly, some attention to American writers. "In determining . . . what books should be selected for the course the committee believes that the list of college entrance requirements may well be taken as a basis."

Reports on the discussions at the early conferences clarify our understanding of some of the issues and attitudes of the early part of our century. Grace Jones of Hoopeston, for example, pleaded for more attention to grammar, with students' themes to be the source of errors for correction. W. F. Mozier of Ottawa, who would become the Association's fifth president, wanted grammatical instruction, too, but insisted that there should be no separate course in it.

C. M. McConn had asked 72 English teachers whether there should be a special senior course in spelling, punctuation, letter writing, and the like "to meet the objection of businessmen that high school graduates come to them badly prepared in these subjects" (a familiar cry today). The replies: 29 yes, 40 no, 3 undecided. The no's argued that most clerks and stenographers dropped out of school before they became seniors; besides, the senior year should be reserved for the history of English literature.

Sherwin Cody would later establish nationally advertised mail order programs, the ads showing his bearded face and asking the question "Do you make these errors in English?" He told the IATE in 1909 that most "errors in grammar are due to confusion in thought." The grammar that must be taught should be "practical." For the businessman, he said, what is most needed is "clearness in thought and simplicity in language."

Practicality such as Cody called for was hard to define, and for decades many teachers seemed to believe that being able to give verbatim definitions of the parts of speech and to recognize them in sentences was practical. Parsing — describing the form and function of every word in a sentence — would continue to occupy millions of student hours each year. Countless English teachers

have always confused and continue to confuse the ability to classify with something that is entirely different — the ability to use.

If American literature should be taught at all, when should it be taught? A Miss Anderson of Rock Island argued for its being emphasized in the freshman year, but Harry Paul thought that both British and American "masterpieces" should be taught each year.

In 1910 the Association became more interested than before in college entrance requirements, partly at the insistence of James Hosic, who asked the IATE to appoint a committee to help in studying the validity of existing requirements. He would, he said, carry the report to a National Education Association committee in which he was prominent. The major result of this national committee's work was the establishment of the NCTE in December, 1911.

In the IATE debate over entrance requirements some of the most cogent remarks were made by C. M. McConn. He said that the lists prepared by colleges and by the College Entrance Examination Board took "no account whatever of the high school student to whom the presentation must be made," no account of students' interests. He wanted to gather "objective data in regard to the tastes of our students." He would ask students to write, in order of their preference, the titles of works that they especially liked. Some three decades later George Norvell of New York would mount a massive study of this sort and publish the results as *The Reading Interests of Young People.*

McConn's colleague Daniel Dodge disagreed, saying that students' lists of their preferences could not be trusted, "owing to the prevalent tendency of pupils, particularly girls, to answer as they think teachers want them to."

The accounts of these early debates involving IATE leaders, future leaders, and the rank and file reveal intense seriousness of purpose, individual initiative, a willingness to work hard to obtain answers as definitive as possible, and a tendency often to disagree strongly, though apparently not unpleasantly, with one another and with the generally accepted tenets of the time.

Of special note in these earliest years of IATE is the precedent being set for cooperativeness and mutual friendliness of high school and college teachers and the eager participation of school administrators. All apparently worked together compatibly and on equal terms. Since that time most administrators have turned their attention elsewhere, but the cooperation of college and high school English teachers has continued, and in recent years a considerable amount of elementary school teacher involvement has been added.

2. Papa Jr. and the Angel

The Illinois Association, the New York State Council, and the New England Association are all three older than the National Council of Teachers of English and had varying roles in its founding. Yet they, of course, despite their seniority, are now affiliates of NCTE and like other affiliates are regarded in a sense as its children. So — in Illinois, New York, and New England — I have sometimes commented on the small paradox and have facetiously and affectionately referred to NCTE as "Papa Junior."

Largely because of the accident of geographical location NCTE, with its headquarters first in Chicago, then in Champaign, and now in Urbana, over the years has maintained closer relations with IATE than with any other affiliate. A number of IATE's leaders have also had important roles in the national organization.

James F. Hosic of the Chicago Normal College was one of the earliest members of IATE and was the Association's president at the time when he was founding NCTE, editing the first issues of the *English Journal*, and helping the Council take its first toddling steps. His work with IATE certainly contributed to the development of his organizational genius. Hosic's colleague at the Normal College, W. Wilbur Hatfield, was his successor as IATE president and soon his right-hand man in NCTE, eventually his successor.

Hatfield continued his interest in IATE for decades, even when his duties with NCTE were especially onerous. He appeared again and again as a speaker or discussant on IATE's conference programs, sometimes wrote for the *Illinois English Bulletin*, and was a close friend of Editor Harry G. Paul. I believe that I saw him at every IATE annual meeting from 1946 (when I returned to the University of Illinois) through 1954 or 1955, when after so many years of professional service Wilbur was slipping reluctantly into retirement.

Hosic's three chief aides in founding NCTE were Fred N. Scott of the University of Michigan, Edwin L. Miller of Detroit, and John Mantle Clapp of Lake Forest College in Lake Forest, Illinois. Clapp too was one of the earliest IATE members, a member of its early executive committees, and its president in 1916-17. Shortly afterward he moved to New York to work with a publishing company and then at New York University, but even then he occasionally wrote for the *Bulletin*.

Essie Chamberlain of Oak Park holds the record for most terms as IATE president (1921-22, 1927-28, and 1928-29). She and

Hosic are the only IATE presidents ever to serve also as president of NCTE, an office that she held in 1939, although she had been its vice-president as early as 1924.

Harry Paul was never president of IATE, despite his many other services, but he was NCTE's president in 1921. I myself was executive secretary of NCTE from 1953 to 1960, and IATE's president in 1960-61, as well as its editor and treasurer at other times.

Every NCTE secretary, executive secretary, and executive director (Hosic, Hatfield, Hook, James R. Squire, and Robert F. Hogan) has appeared on IATE programs, some of us many times. And at least fifteen NCTE presidents have also appeared on the programs, starting of course with Hosic. Obviously Essie Chamberlain was often on the IATE program; she was also one of the most voluminous and worthwhile of *Bulletin* contributors. Among the other especially prominent NCTE presidents on our program — coming back again and again — was Robert C. Pooley of Wisconsin, one of the profession's finest gentlemen and scholars. John J. DeBoer of the University of Illinois, an assistant editor of the *English Journal* and editor of *Elementary English* for many years, was another NCTE president who often appeared on IATE programs. More recently James E. Miller, Jr., of the University of Chicago, has made at least three appearances. In 1969 and 1978 two of NCTE's three black presidents, Charlotte Brooks of Washington, D.C., and Marjorie Farmer of Philadelphia, spoke to IATE; I have not noticed the name of the third black president on our program, William A. Jenkins, although he was a graduate student of John DeBoer and his successor as editor of *Elementary English* (now called *Language Arts*).

The relationships between NCTE and IATE were not confined to these and other personal ones. IATE became an affiliate of NCTE as soon as the latter was organized. Like other affiliates, IATE helps and is helped by the "parent" organization. Most members of NCTE's Board of Directors are representatives of affiliates, who thus contribute substantially to the Council's governance; IATE supplies a minimum of three of the directors each year. As do other affiliates, IATE pays nominal dues, promotes Council membership and publications sales and convention attendance, and on appropriate occasions provides local assistance in the management and operation of conventions.

In return NCTE offers advice, organizational help, lists of available speakers, and other program assistance to affiliates. On occasion it has paid part or all of the cost of bringing an NCTE dignitary to speak to an affiliate. On a few occasions it has also

made funds available for specific pieces of research conducted by an affiliate. NCTE also arranged for the Information Agreement among affiliates, by which each participating affiliate grants to other affiliates free right to reprint any of its articles. In its conventions the Council almost annually arranges some sessions that enable affiliate leaders and members from across the country to discuss matters of common concern.

Since the 1940's IATE has assisted with local arrangements for NCTE conventions held in Chicago or St. Louis and in return has received a small cut of convention net income. Understandably most of the work has been done by the English Club of Greater Chicago and, for St. Louis, the Missouri affiliates.

In 1940 IATE first discussed the possibility of having its own booth in the NCTE convention textbook display area, but no action was taken until 1948, when IATE displayed and sold back issues of its *Bulletins* and sold memberships in Chicago. In following years until the 1970's IATE showed its wares during most conventions — usually in a booth but at least once in a salesman's display room that convention-goers had trouble finding — with NCTE charging only a nominal fee for the space. One or more IATE persons (often Past President Hazel Anderson or whoever was editor at the time) kept the display open. However, in 1973 the Council, its coffers being low, wanted to charge IATE a rental of $325, which was much more than the Association could afford. Thus ended a practice that had made it possible for IATE publications to be examined and bought in Buffalo, Milwaukee, Boston, Detroit, New York, Philadelphia, Denver, Minneapolis, Miami, and several other cities. No other affiliate has had displays at NCTE with any degree of regularity.

In the 1950's, when I was editor of the *Illinois English Bulletin* and concurrently executive secretary of NCTE, I arranged to have extra copies of selected *Bulletins* printed, to be advertised and sold by NCTE. I chose, of course, only those issues of potential national interest and value. At that time the cover price of a *Bulletin* was twenty-five cents; IATE could break even or make a small profit by selling a quantity to NCTE at fifteen cents each; NCTE would not lose money by selling a copy for a quarter; and thousands of teachers across the country could and did buy copies of Illinois *Bulletins* that might influence and enrich their teaching. The Council on one occasion ordered $2,600 worth of a single *Bulletin* — about 17,000 copies. Under a later arrangement NCTE paid half the cost of reprinting *Bulletins* and took half of the profits from those that it sold.

With the assistance of IATE Past President Wilmer Lamar of Decatur, NCTE in 1955 worked out details of a plan by which the Council might also sell selected publications of other affiliates, since the pioneer experiment with IATE had proved so successful. Within a short time NCTE was advertising no fewer than a dozen state literary maps and a changing flow of the best of other publications from various affiliates. Over the years, however, only one other affiliate, the Arizona Council, has rivaled IATE in the number of publications selected for NCTE distribution. I have not been able to discover the total number of *Bulletin* issues disseminated in this way, but it has risen to the dozens. IATE income from that source has been plowed back into the production of still other high-quality publications.

In show biz, someone who financially supports a Broadway production is known as an "angel." The University of Illinois, for the greater part of three-quarters of a century, has been IATE's angel.

The support of the University was especially crucial to the Association in its earliest years. In 1908, when the *Illinois English Bulletin* was first published, the University's president was Edmund J. James (for whom the undergraduate James Scholar program for honor students would be named several decades later). James was strongly interested in cooperation between the University and the lower schools, seeing clearly that the quality of students who entered college was largely dependent on their preparation. If their teachers were well prepared — by the University and other colleges — and if those teachers were kept informed about educational experiments, changes in curriculum, developments in the subject-matter fields, and trends in teaching, the students who emerged from their classrooms would be more likely to succeed in college or in whatever occupation they chose. By expending a relatively few dollars, James reasoned, the University could make a contribution of immeasurable worth to the taxpayers of the state.

So President James told Harry Paul, who was probably abetted by H. A. Hollister, the High School Visitor, that the University would pay the printing and mailing costs of a bulletin to be published eight times a year as the official publication of the infant IATE. In its early years the *Bulletin* was sent without charge to all secondary school English teachers in the state. James's successor, David Kinley — whom I remember as a rather short, silver-haired, extraordinarily courteous, and greatly beloved man — continued the subsidy.

In 1931, though, in the presidency of Harry Woodburn Chase, the University was so pinched by the depression that it felt obliged to remove its support. The cover of the March, 1931, *Bulletin* carried this announcement:

Attention Please

For twenty-three years the University of Illinois has maintained this *Bulletin*. For this generosity the teachers of English in Illinois are appreciative and grateful. It now becomes necessary for the Illinois Association to assume the responsibility of continuing this publication. This will mean that each English teacher of the state will be called upon to help toward the financing of the *Bulletin*. The treasurer of the Association has sufficient funds for issuing two issues next fall, but further publication will depend upon the response of the English teachers of the state.

Will you be ready to do your bit?

Some teachers "did their bit," but not enough. Many teachers, like other people in the depression years, were out of work, and almost all were scantily paid. (Master's degree in hand, I received $1,100 for my first year of teaching, in Forrest, Illinois, in 1934-35.) Even a fifty-cent donation could be painful. So in 1933, the IATE minutes say, "Professor Paul recommended, because of financial conditions, the temporary discontinuance of the *Bulletin*." *Temporary* turned out to mean almost five years. Publication resumed in February, 1938, under a new editor, Francis Koenig of Streator, with Paul as adviser. Koenig had been president in 1936-37. Later he came to the University and served for many years as an assistant dean of Liberal Arts and Sciences.

By 1938 the Association had begun charging dues, but still needed University assistance to afford the accustomed eight issues a year. The University, through the Department of English, resumed helping — in some years with a specific sum, in others with whatever the cost of three, four, or five issues might be.

A later University president who was especially interested in the Association was David Dodds Henry, whose academic career had begun as a teacher of English. One of his first speeches after he became president was to the Association, in October, 1955. I had the privilege of introducing him at the banquet. I commented briefly on the long and mutually helpful relationship between the University and the Association, and in his short talk President Henry said approximately what President James had said almost fifty years earlier: that good teaching in the elementary and secondary schools redounds to the benefit of the colleges and univer-

sities, and that for that selfish reason, if for no other, the colleges and universities should do everything possible to assure excellent teaching on all levels. He did not specifically mention financial assistance, but the implication was clearly present.

Some financial support from the University has continued to the present, although on occasion the hard-pressed English Department has been tempted to eliminate an expense which some heads have felt to be extraneous to the Department's work. Two heads, though, have been especially helpful to the cause of the Association — Robert W. Rogers (who continued his backing during his years as dean of Liberal Arts and Sciences) and Lynn Altenbernd. Rogers encouraged not only financial help to the *Bulletin* but also the closest possible relations with secondary school teachers of English. He brought in, for a year or more each, leading high school teachers who taught in the University Department of English part time and also served purposes of liaison between secondary school and the University; he resumed an earlier practice of designating days on which high school teachers were invited to come to Urbana and check up on their former students, talking with them and also conferring with the present teachers of those students; he made available a small amount of secretarial and bookkeeping help for the IATE treasurer; he sponsored an annual meeting of junior college teachers of English at Allerton Park, a meeting which key members of his own department were urged to attend, and which always paid some attention to articulation.

Altenbernd, like most of the other heads who followed Rogers in rapid succession, continued these activities, but he made an important contribution of his own: on October 28, 1966, he suggested to the IATE Executive Council that it choose a University person as executive secretary, a new and important position that would provide for the Association the possibility of greater continuity of structure and planning. The Department would give that person one-third released time for his or her work with the Association. (No released time had ever been granted the editor or the treasurer.) Wilmer Lamar and then Paul Jacobs — both of them with high school and college teaching and administrative experience — have held that position since that time.

Most of NCTE's approximately 140 other affiliates have been much less angeled than the Illinois association has been by the University of its state. Typically — though with notable exceptions — their publications are few and small, their major projects almost nonexistent, their activities consisting mainly of one or two meetings a year. The IATE has been blessed by its angel, and it has

repaid the debt and the angel's own supporters (taxpayers) by making available almost seventy volumes of printed materials and a similar number of annual conferences, all aimed at bettering the teaching of one of the schools' most important subjects.

While I'm dealing with IATE's relationships, I should mention the English Club of Greater Chicago (ECGC). Many Chicago area teachers have belonged to both organizations. ECGC has never undertaken an ambitious publication program of its own, but on a number of occasions, especially in the 1960's ECGC has been granted an entire issue of the *Bulletin* for publication of articles by its members. Jennie Cohler of Chicago was at that time a vigorous leader in both organizations and deserves much of the credit for their cooperation. I remember with special pleasure from my own fifteen years on the IATE Executive Council that at our annual March business meeting in Chicago we were invariably invited to a luncheon meeting with ECGC, where we heard speakers like Bergan Evans (Northwestern professor, lexicologist, and humorist) and Harry Mark Petrakis (whom IATE would designate "Illinois Author of the Year" in 1980). IATE has also worked with ECGC on the local committees for at least three NCTE conventions.

3. ". . . the supreme chance of opening the Door Beautiful"

American schools of the 1980's are very different from those of the first decade of the century, when IATE was born.

In 1907 only about a tenth of the children of high school age were in school, and many did not finish even the eighth grade. Compulsory education laws were in some places not yet existent and in others unenforced. Classrooms had few books and almost no equipment. (IATE reported in 1915 that 2 of 71 schools had motion picture projectors, half had Victrolas, 1 in 10 English departments had its own typewriter, and 40 percent of high school English classrooms did not have a bookcase.)

One-room country schools for grades 1 through 8 still abounded. In small towns the usual pattern — which still exists in some — was to have the elementary grades on the first floor, the high school on the second, thus justifying the name. Parochial schools, often emphasizing the language of one of the "old countries," were commonplace.

Elementary school teachers often had no more than a high school diploma; a normal school, if they had attended that for a year or two, generally spent most instructional time on a review of elementary and secondary subjects. Many high school teachers were not much better educated than their elementary school colleagues.

Discipline was almost always strict and rigid. Whispering was taboo, and gum-chewing might be treated as a serious offense. Paddling of young children, especially boys, was in some schools a daily occurrence. Suspension from school or even expulsion, for any of a variety of reasons, was a frequent penalty — sometimes gleefully received.

A school's curriculum also tended to be rigid, as well as narrow. Subjects like art, music, and physical education were as yet but seldom taught, and the same was true of specialized work in agriculture, "manual training," and "domestic arts." However, a foreign language, most often Latin, might be required of all high school students regardless of linguistic interest or aptitude.

The English program was geared to the college-bound, partly because the report of the famous Committee of Ten in the 1890's, headed by President Charles Eliot of Harvard — he who assembled the even more famous "Five-foot Shelf of Books" — had asserted that whatever was desirable for a future college student was no

less desirable for a terminal student. So, as I have already said, every student was likely to be required to try to read Milton, Carlyle, Bunyan, and other writers recommended by college teachers.

Language study meant grammar and especially usage, with no attention to dialects, history of the language, semantics (the *s*-form of the word was not yet known, and Bloomfield had first used the adjective *semantic* in 1895), stylistics, and other components of a well-balanced modern program. Written compositions were ordinarily on assigned specific subjects, and the good ones had to be a little flowery and certainly uplifting morally.

In most English work, as in other school subjects, memorization was stressed, not the development of thinking ability. Academic rewards went usually to students who could recall dates and other facts and repeat verbatim dozens of definitions, passages of poetry, and assorted "memory gems."

Harry Paul and his contemporaries in the IATE leadership had no desire to turn this familiar world upside down. They sincerely believed that what was good for the college-bound was good for all. They let the education fads and experiments of the teens, the twenties, the thirties wash over them, largely ignored. So the *Bulletin* and (so far as reports survive) the conferences had little to say about such things as John Deweyism, the socialized recitation, the contract plan, the Dalton plan, the Winnetka plan, the core curriculum, ability grouping, and most of what was called collectively the Progressive Education Movement.

That does not mean, of course, that Harry Paul and his contemporaries were opposed to all change. The changes they favored were constructive but certainly not radical. They talked and wrote about such things as asking more penetrating questions about *Julius Caesar*, encouraging students to read more widely, improving the teaching of spelling, helping students to make verbs agree with their subjects, coaching plays and advising student newspapers, using knowledge of Latin to improve the use of English, improving physical conditions for teaching. They were reflecting to some extent what NCTE was saying and doing in those years, but with some exceptions they seemed less interested in underlying issues than were some of the national leaders.

They did, however, consistently seek one basic reform, and that was an important one. Call it, perhaps, the urging of a more humane attitude toward students, the attitude that pupils are people — far different from the conventional nineteenth-century attitude. W. F. Mozier called it, in 1913, "Sanity in Teaching English":

> Sanity in English teaching requires that we take into careful account the character, the capacity, the ability, and the stage of maturity, of those whom we teach. We cannot make literary cherubim or seraphim from creatures who first have to be lifted to the level of the higher or even the middle plane of humanity.

Mozier was obviously pleading for what would later be called "starting where the student is," and many other IATE writers and speakers echoed his call and still echo it.

The Association has, for obvious reasons, always been much interested in improving the teaching of literature. In this section, without being exhaustive, I hope through many examples to suggest what its speakers and writers had to say.

During H. G. Paul's long tenure as editor, he himself had much to say on the subject: He wrote a thirty-eight page article on "The Study of the Novel" in 1913. His articles, including this one, were always somewhat inspirational but also contained numbers of suggestions about what to stress in individual works. He went along with the current emphasis on memorization (he himself could recite poetry endlessly) but in a 1914 article urged that teachers provide definite instruction to make memorizing easier for students. In 1928 he called himself a "book agent": "a man interested in acquainting himself and others with good books and in inducing them to read these." In 1929 in an unsigned article he listed a large number of thought-provoking questions that might be discussed during study of frequently taught American poems — a contribution that, like much of what he wrote, could make much more satisfactory the teaching of a thinly prepared teacher.

A Mrs. Henion of Urbana, talking to the Association in 1914, warned that studying the history of literature is no substitute for the literature itself. Allan Abbott of Teachers College, Columbia, in 1915, a year before he became president of NCTE, told IATE members that they should encourage the reading of contemporary literature as "supplementary to the regular work, through home reading, library assignments, oral reports, and occasional class exercises." He warned, though, that newspapers might "have a good deal of fun" by "accusing the schools of ousting Shakespeare and substituting O. Henry." Paul, however, was but lukewarm, if that, to contemporary literature, and wanted to double the number of Shakespearean plays taught and to increase greatly the amount of poetry. Chaucer, Milton, and other classical English writers, he asserted repeatedly (and truly, I believe) have great relevance, to modern life.

There was some debate over whether composition and literature should be taught in the same course — a disagreement that has not yet completely disappeared. In 1916 J. Rose Colby of the college at Normal wrote in favor of separation, partly on the ground that "Composition is important enough to claim its right to an independent footing in the program."

In the teens and the twenties there was considerable debate about "minimum essentials" in English, a term that usually referred to mastery of *do, did, done,* quotation marks, and the like. The discussion of this subject extended to the teaching of literature in at least one *Bulletin* article, in 1920, in which the author said that the minima should be requirements that the student "read understandably a considerable passage of ordinary prose" and that he or she show "familiarity with certain literature embodying fundamental American ideas and ideals."

World War I had increased the respect for things American, including its literature. In consequence IATE programs and articles paid increasing attention to American authors, especially the New England poets and such other writers as Irving and Cooper. Whitman was an "unteachable," except for a few completely safe poems such as "O Captain, My Captain." Thoreau was thought of as a political extremist, and Herman Melville was as yet known to very few teachers. Poe was found to be extremely popular with students.

In 1921 Essie Chamberlain — a remarkable demonstrator of the fact that a good high school teacher may also be a scholar and a professional leader — wrote for the *Bulletin* "Literary Attitudes and Reactions of Boys and Girls," followed a year later by "Outside Reading Interests of Boys and Girls." She reported that, according to studies she had made, girls received three times as many A's in English as did boys, twice as many girls professed to enjoy poetry, and girls read more but boys had a greater variety of interests and hence read more widely. Girls' favorite authors were Alcott, Austen, and Blackmore (*Lorna Doone*), and boys' favorites were Mark Twain, Cooper, and London.

In 1923 Alice J. Du Breuil of Washington, D.C., in "True-False Test in Literature and Formal English," set off a lively controversy. She praised true-false tests, which were relatively new, explained how to write them, and supplied several hundred sample questions, like these:

> Lyly's *Euphues* added dignity and simplicity to English prose. Macaulay's clear, energetic prose is illumined by a spiritual glow.

Six months later Sterling A. Leonard of Wisconsin, who was becoming prominent in NCTE and would soon be its president, responded with "Dangers of the True-False Test in English," saying, "I should shudder at being confronted with many of these [Du Breuil's questions]." He revealed ambiguities and other unclarity in them and showed that even a well-read adult could not answer some of the questions with assurance. Du Breuil replied in April, 1924, Leonard counterreplied, and the editor offered Du Breuil — the clear loser in the exchange — a feeble last word. This debate was one of the early fusillades in what turned out to be a long, nationwide battle over the usefulness of objective tests in literature, a battle that sometimes starts up again even now.

Another contributor to the discussion of examinations in literature was Isabel Hoover of Western Illinois Teachers College (as it was then), in Macomb. She was IATE's president in 1925-26. I remember her from a couple of decades later when she still met with the Executive Council. She was a prepossessing personage, austere if not severe, and completely dedicated to the profession. In 1924-25 she collected final examinations actually given in 150 Illinois high schools; the March, 1926, *Bulletin* carried the results of her analysis. A good examination, she believed, should teach as well as test, reflect course objectives, avoid trivial details, include thought questions such as those relating one work or character to another, and develop a "wholesome attitude" toward the problems of life. But what she most often found was quite different. Trivia abounded: "Name in order the appearances of Hamlet upon the stage from Act I to IV." Some questions could not possibly be answered by a student: "Trace the development of English literature from the beginning to the Age of Wordsworth. Let this be in detail." Hopeful of effecting improvements, Miss Hoover ended her article with eleven specific suggestions for improvement of examination questions.

Essie Chamberlain's next contribution, in October, 1923, with Oak Park High School librarian Bertha Carter, was "Home Reading List," a seventeen-page list of book titles. It was intended to guide schools in their purchases of books for the library. This was at the time a valuable service, since the majority of Illinois high schools did not have trained librarians, library funds were usually scanty, and purchases tended to be few and perhaps haphazard.

In 1924 a revision of the list appeared, with this prefatory word:

> The Executive Committee of the Association is planning to push vigorously this year a campaign for more and better books in the Illinois high schools. Too frequently schools have spent freely for other kinds of equipment and have shamefully neglected the building up of the library.

The Association's efforts were supported by the State Office of Public Instruction and by the High School Visitor's Office, and as a result Illinois school library expenditures increased substantially until the Depression intervened.

Chamberlain and Carter were also responsible for an oft-reprinted or revised version of the list with annotations by high school students. As they said,

> To a boy or girl in search of a good book the recommendation of a classmate or the boy next door who has read a book and liked it is worth ten-fold the valuation placed on it by a teacher or a librarian.

Here is a typical annotation, from a 1929 revision called "Guide to Reading for High Schools." The book is *The Count of Monte Cristo.*

> Thrills, romance, love, revenge galore. First the Count is stupid and ignorant, later he becomes one of the most powerful figures in France — a keen, blasé, quick-witted man of the world — wicked at times.

Both the "Home Reading List" and the annotated version became known nationally. Some schools purchased a copy of the annotated list for each student. Its influence on readers up to the 1950's is incalculable.

Oak Park had a remarkable faculty. This was the school where Ernest Hemingway graduated in 1917. Besides Chamberlain and librarian Carter, faculty members included John Gehlmann, prominent in both IATE and NCTE and in textbook writing; Frank Platt, IATE president in 1929-30 and 1931-32 and also later a textbook writer; and J. E. Thompson, who in 1924 wrote "Magazine Reading Interests of High School Students" — at a time when most magazines were beneath the notice of many English teachers. Thompson found that young people of his day liked, in order, *American Magazine, Saturday Evening Post, Literary Digest, Ladies Home Journal, National Geographic, Pictorial Review, Cosmopolitan, Good Housekeeping,* and *Redbook.* Some of these are now defunct, but others might appear on a similar list today.

Speaking to the 1927 IATE conference, which may be considered

typical of the IATE meetings of the time, Harry M. Thrasher of Springfield told his audience that Illinois then had 688 recognized four-year high schools and 282 recognized two- and three-year high schools. Illinois still had "many" one-room elementary schools (I had just graduated from one of them). From his visits to scores of schools, Thrasher said, he had found that many of the teachers lacked specific aims. Partly as a result of that, "One of our greatest difficulties is poor teaching." The dropout rate among teachers was high — about one fourth each year.

Thrasher was followed by Bruce Weirick of the University, talking about recent American poetry. (He was my teacher in a creative writing class a few years later and now, fifty-four years later, still lives in Urbana.) Howard DeForest Widger of Eastern Illinois State Teachers College, IATE president in 1930-31, talked on "Teaching the Lyric Poem." Genevieve Duguid of University High School discussed book reports, John Gehlmann talked on American folk literature (a topic novel in its day), Sophia C. Camenisch of Chicago Normal (whom I used to see in attendance thirty-odd years later, still alert, a little old lady in a then unfashionably long dress) gave suggestions for "lightening the load," and Irving Garwood of Western State Teachers College told his hearers that at least a fifth of his college freshmen suffered severely from "weird orthography" and "total inability to organize thought and express it clearly."

In 1935 NCTE would publish *An Experience Curriculum in English*, prepared by a committee headed by Wilbur Hatfield and emphasizing that English should be *experienced* and not just read, memorized, or written. The book was an influential one and perhaps should have been more so. A foreshadowing of it appeared in an *Illinois English Bulletin* article in April, 1929, in which Hatfield said, "[Literature's] greatest use will come from enjoyment if it is worth while. Literature is the embodiment of experience. Any poem, any story, any play is the embodiment of someone's inner experience."

After its depression-caused lapse of five years, the *Bulletin* resumed publication in 1938 under the editorship of Francis Koenig, with H. G. Paul and Essie Chamberlain as advisers. Koenig paid tribute to Paul, and Chamberlain called Paul "the heart and spirit of the Illinois Association." Koenig invited potential writers of articles: "The editor welcomes your tried plans and untried suggestions for enlivening classroom practice and for stimulating other teachers to develop their own ideas."

During Koenig's first year one of the articles showed the increasing influence of radio. It was "Broadcasting the Classics," by Frank P. De Lay of New Trier, Winnetka, who would become president in 1939. He recommended mock radio broadcasts based on *Silas Marner* and *Julius Caesar,* using the school's p.a. system and with other classics invited to listen in. Among the other articles was "Junior High School 'Literature,'" in which Robert Pooley emphasized the necessarily and desirably transitional nature of that "literature." A Montana teacher, Gussie Gilliland, considered another idea that was widely discussed in those days: the correlation of American literature with American history.

That which was relatively new and experimental had much appeal to Koenig. He wrote, for instance, at a time when the use of literary recordings in schools was in its infancy, an editorial strongly praising recordings of *Twelfth Night* and *Merchant of Venice* that he had just heard at the 1938 St. Louis convention of NCTE. Starring Orson Welles, John Houseman, and Welles's former teacher at Todd School in Woodstock, Illinois, Roger Hill, these records would "give the student a real interest in Shakespeare as a living writer," Koenig declared.

Koenig's term as editor was only two years and that of his successor, John Dillon Husband of Evanston, was no longer. He was the first editor to feature student writing, publishing three student poems in 1940 and saying, "We hope that a later issue . . . may carry only student contributions." A few years later, student issues became regular *Bulletin* features. Husband also changed the typography and the page size of the magazine (the next editor changed them back) and developed an elaborate plan of having an assistant editor in each district of the state (this plan also was quickly dropped).

I did not know Husband, but his former colleague at Evanston, William R. Wood (who went on to become president of the University of Alaska and then mayor of Fairbanks) has written me that Husband left Evanston to become head of the English department at Shimer College in Mt. Carroll, Illinois, and went from there to head the creative writing department at Tulane University.

Mary Miller of Danville, who was president during part of Husband's short stay in the editorial chair, does not remember him clearly now, forty years later, but does recall that he wore a beret (rare in those days) and was a brilliant and very outspoken young man. His outspokenness is illustrated in this editorial in the May, 1940, *Bulletin:*

> There are in every school system teachers who are living dual lives: during the teaching day they perform stereotyped chores, pretend to ideals and convictions which they do not live, and leave the environs of the school to discuss with kindred souls the malfeasances of their "bi.as." These are in the process of becoming the sour-faced, meager-souled schoolmarms and schoolmasters of literary legend and living fact. They are so because in their working lives is no creative gesture, no expansion of personality or spirit, no critical evaluation of themselves or of their work. They repeat the same procedures year after year, polishing and refining the mechanism, but never altering its structure. They are gardeners who having planted a single tree tend it assiduously but never plant another.

IATE and even Evanston may not have been ready for such Menckenesque diatribe.

Charles W. Roberts, director of freshman rhetoric at the University of Illinois, became editor in October, 1941. Composition, not literature, was his love, and he seemed to regard readers of the *Bulletin* as being primarily interested in preparing their students for freshman writing at the University. He devoted his first four issues mainly to that topic, and numerous others during the eight years of his editorship. In 1942, in an issue on "War and the English Teacher," he said, "We devote far too much time to literature as such."

The first time I saw Roberts, in 1936, he was wearing an Alf Landon sunflower lapel button. He distrusted almost anything that was new, like the New Deal. The term *language arts* appalled him (as it does many other English professors: "I don't teach language arts, for God's sake. I teach *English*, just as the German teacher teaches *German*."). When NCTE published a book called *English Language Arts*, he gave speeches ridiculing *ELA*, which he pronounced "ella" and denounced with scathing wit. Most professors of education he regarded as birdbrains at best, unpatriotic and diabolical plotters at worst. They were responsible for "unsound educational theories" such as "individual, or multiple standards, with every student his own yardstick. We set up a fool's paradise in that we decree there is no such thing as failure, or we maintain that success and failure are always relative to an individual's past accomplishments. In doing so, we ignore the facts of life, which our students have to learn later, the hard way."

Of course he may have been right. He often was. I came to know him well after I returned to the U of I in 1946, particularly on a long train ride to and from the Atlantic City NCTE convention and in our shared hotel room there. On campus we disagreed

often but had coffee together again the next day. I began to infiltrate, as in persuading him to publish excellent literary articles written by some of my University seniors: "Plays Studied in Junior and Senior High Schools," by Jess R. Beard; "Choral Verse Speaking," by Marilyn Pflaum; and "Taking the Spinach Out of Shakespeare," by Jeannette Klemola, who wittily described three "schools" of teaching: the Spinach School ("It's good for you"), the Bronze Pedestal School (See the "glittering halo"), and the Detective School ("for the student who plans eventually to enter the Secret Service"). Jeannette's article reminded me of George Stout of Washington University, who in a 1938 speech to IATE had warned us against still another school: "I greatly fear . . . what one of my friends calls the 'Gawd! Ain't it beautiful' school of criticism."

During this period I also came to know well Liesette Mc Harry, head of the English department at University High School and for many years one of the Association's most stalwart members, although — apparently because of her own preference — she never became president. She and I part of the time shared instruction in a methods course, and often we served together on committees. She was chairman ("chair" as it would be called today) of an NCTE committee on the teaching of American literature, and from that work grew a series of very fine *Bulletin* articles in the late forties and early fifties. She and her committee were especially interested in American ideals, and the first of five articles on that subject, in November, 1949, was coincidentally the first *Bulletin* of my editorship.

Zada Thornsburgh Templeton of Cicero, IATE's treasurer for thirty-one years, died in 1950, and Charles Roberts then took over that post. Soon afterward he also became the first editor of *College Composition and Communication,* the quarterly journal of a newly established wing of NCTE.

In accepting the editorship of the *Bulletin* I told the Executive Council that I hoped to bring about an approximate balance of articles on literature, composition, language, and curriculum and miscellaneous topics. I also said that I wanted to reduce the proportion of articles by U of I faculty and proportionately increase those by secondary school teachers and professors in other colleges. Finally, I recommended that the Council begin planning ahead for several projects, one of which should be an Illinois literary map. The North Carolina Council was, as far as I know, the first NCTE affiliate to produce such a map. I displayed it to our Council and suggested that we try to equal it but supplement it with a pamphlet

giving concise biographical and bibliographical information concerning two or three hundred Illinois authors.

There was some doubt about the Association's being able to finance a project that might cost several thousand dollars, but a committee (Ellen Burkhart, Louise Lane, and I) worked out a financial coup. Reasoning that almost all Illinois school, college, and public libraries would want copies, we sent prior to publication an advertising flyer to all these places as well as selected out-of-state libraries. We described the forthcoming map and two accompanying *Bulletin* issues, one devoted to relatively major Illinois authors, the second to others whose literary accomplishments were held in slightly less esteem or whose connection with Illinois was more tenuous. The pamphlets were also available bound together in cloth and with a thin-paper copy of the map folded into a pocket in the back. It was this little bound volume that most libraries ordered. The upshot was that we took in enough money in advance orders to pay for the printing and mailing of the maps and books, send a free map to each member of the Association, hold an additional supply of maps to be offered as an inducement to prospective members, and put a few hundred dollars into our coffers for other professional projects.

Through NCTE we told other affiliates about our procedures, which some of them emulated. Eventually about half of the states published literary maps, some of which were more elaborately illustrated and printed than ours.

Another popular issue, reprinted several times, revised once, and sold nationally, was "How to Read a Newspaper: A Resource Unit," By Richard K. Gregg, a graduate student at the U of I. Edith Lawson of Rockford East prepared an informative article on the use of magazines. She reported that the magazines preferred by high school students in 1950 were, in order, *Readers' Digest, Life, Saturday Evening Post, Ladies Home Journal, McCall's, Good Housekeeping, Collier's, National Geographic, Scholastic, Time, Popular Mechanics, American, Esquire,* and *Look.* A Shakespeare issue in 1951 contained articles by Ruth Stroud of Normal, Louis Baldwin of De Paul University, and a teacher for Marshalltown, Iowa.

Feeling that the Association had paid inadequate attention to the teaching of reading, I asked Josephine Piekarz of the University of Chicago to write an article. Her "The Basic Skills of Reading" in November, 1952, was one of a number of articles on that subject that the *Bulletin* would carry over a period of years.

In 1953 Louise Gray Zerwer of Morton Township Hight School,

Cicero, published "Glimpses of a Poet's Workshop," a beautifully done portrait of Emily Dickinson at work. One of the literary articles of 1954, by Doris Smith of the high school in Morton, Illinois, dealt with how a teacher may encourage "free" reading and yet give enough guidance to assure reasonably high quality in student selections. From Kansas in 1955 we borrowed "A High School Reading List for Students Going to College," and from Indiana "The Historical Novel — An Approach." At the conference that fall, three students of Robert Lee Blair at Eastern Illinois State put on an original playlet on teaching Shakespeare; this was published in the *Bulletin* the following January.

Charles Willard of Southern Illinois State, a past president, led off the 1957 *Bulletins* with a helpful article on the teaching of poetry. He developed six principles: 1. Select carefully. 2. Provide excellent oral reading. 3. Stress the purpose and meaning. 4. Compare. 5. Teach poetic devices as a means to an end, not an end in themselves. 6. Stop discussing a poem before the class tires of it.

A month later Albert B. Friedman of Harvard University and R. S. Peterson of New Trier, Winnetka, reported a study of the reading of superior students. They had noted which literary works were most often referred to in compositions written on a topic that necessitated referring to a number of works. The writers were over three hundred high school seniors and college freshmen. Unsurprisingly, most mentions went to *Hamlet* and *Macbeth,* but *Oedipus Rex* was an unexpectedly strong third. Among other frequently mentioned works that I myself would not have expected were *Ethan Frome, Pride and Prejudice, The Way of All Flesh, The Mayor of Casterbridge,* and *Madame Bovary.* A 1964 survey by Robert S. Whitman revealed a different set of nominees by competitors in NCTE's Achievement Awards Program. Those students most often cited *Catcher in the Rye, Exodus, The Ugly American, Crime and Punishment,* and *Look Homeward, Angel.* Perhaps the wording of the topic accounted for some of the differences.

Margaret Newman of Elgin was assistant editor in the early fifties, being especially helpful in preparation of the two issues devoted annually to excellent student-written poetry and prose — issues that had been well received and had become fixtures when Roberts was editor. In 1954, Wilmer Lamar, head of the English department at Decatur High School and IATE president in that year, was named my co-editor.

Lamar would occupy a central place in the Association for the next twenty-four years. The University Department of English

brought him in with the rank of lecturer in the early sixties. He taught courses, organized and ran conferences, but as a major function served as a liaison between the University's English department and the English teachers of the state. He succeeded me as editor in 1959 and continued in that role until 1973-74. He himself frequently wrote for the *Bulletin*, combining wry humor with unusual insights into students, teachers, and teaching. He suffered a stroke in the mid-1960's but soon returned to work even though thereafter he was handicapped by a sometimes severe speech defect. It must have taken great courage to appear on public platforms rather often, knowing that at any moment his vocal apparatus might fail to follow the bidding of his mind.

In 1967 Lamar became IATE's first executive secretary, a post he held until he resigned effective in May, 1978. He was succeeded in that position by Paul H. Jacobs, whom I had with great pleasure been able to induce to come to Illinois fourteen years earlier to work on teacher-education projects. Jacobs, a Georgian by way of Florida, was experienced in high school teaching, a dedicated professional, and a past president of the Florida Council of Teachers of English. When he became IATE's president in 1971, he was perhaps the only person in the nation to serve in such a capacity in two state English organizations.

Back to Lamar. One of his first acts as editor was to dress up the *Bulletin* with a colorful, semi-stiff cover. Previously there had been no cover at all — each issue simply started with page 1. But by 1959 the Association was more prosperous than it had ever been: there was even a few thousand dollars in the bank instead of the customary few hundred.

An especially useful issue in the early sixties (December, 1961) was "Teaching World Literature in High School," compiled by Enid Olson of Urbana and her Committee on World Literature. It offered twenty-eight tight pages of discussion and included a substantial and helpful bibliography. Another valuable contribution (February, 1962) was Loren Grissom's "Reading Improvement Programs in Illinois," which revealed the possibly alarming fact that 81.5 per cent of Illinois high schools possessed no such systematic programs. Grissom described in some detail the 107 that did exist.

During the next year or so a series of articles by various teachers dealt individually with works often read in high schools: *The Red Badge of Courage, Great Expectations, Robinson Crusoe* (described by Ned Hoopes of Evanston as a good transition novel to adult fiction), the *Odyssey*, and *Death of a Salesman*. Professor

Royal Gettmann of the U of I English department showed in 1964 the continuing interest of some professors of literature in the improvement of secondary school teaching. Writing on "Some Problems in Fiction," he drew pedagogically useful distinctions between "panoramic" and "dramatic" novels.

Lamar was interested in junior colleges and each year arranged a statewide conference for junior college teachers of English. In 1964 he devoted an issue of the *Bulletin* to such colleges. One of the articles, by Gwin Kolb, a distinguished scholar at the University of Chicago, was "Ends and Means: The Literature Course in the Junior College."

Chicago journalist-columnist Sydney Harris spoke to IATE in 1964 on "The Modern Theater in America," and the *Bulletin* printed his talk. Perhaps Harris's most memorable statement was this: "The critic's great influence arises only because the public is afraid of its own taste."

A completely revised Illinois literary map appeared in 1966. Again I directed the project, but most of the work was done by two graduate students, Gerald R. Rubio and his wife Mary Henley Rubio. The map, again with colored original drawings, featured a list of Chicago authors so extensive that it had to be placed in Lake Michigan and western Indiana. As before, the map was supplemented by a double issue giving concise biographical information about each author and a list of her or his most-known works.

Dorothy Matthews of the University of Illinois at Urbana-Champaign (as administrators were then beginning to insist was the name to be used) made what appears to have been her first of many contributions to the *Bulletin* with an article in February, 1969. This was "The Teaching of Drama in High School." She said, "The preparation of students coming to the University of Illinois indicates that teachers have indeed been responding to pleas to add more modern plays to their courses of study." Many entering University freshmen, she said, knew Arthur Miller, Tennessee Williams, "and even some of the absurdists, especially Edward Albee."

An increasing interest in literature by blacks was also becoming evident. Writing on "Teaching Afro-American Literature" in February, 1970, Junemary Jones of Chicago City College offered a helpful bibliography and added this comment on the class that she herself taught: "Some students came to class thinking it would be a Black-power talk session without a lot of work, without basing discussions on concrete ideas from assignments. These students were soon disillusioned." The November, 1970, *Bulletin* was de-

voted entirely to "A Course Guide for Afro-American Literature," prepared by teachers at Evanston Township High School. And in May, 1971, Wilmer Lamar reported on "Black Literature in High Schools in Illinois," a factual survey he had completed during a sabbatical leave. In the 41-page article he included, along with much more, this summary of schools' answers to some of his questions:

	Yes	*No*
Do you teach a unit on black authors as a part of a regular literature course?	189	381
Is it possible to graft successfully black literature onto a typical middle-class curriculum of a predominantly white school?	444	43
Is the teaching of black literature symptomatic of a coming of age for the blacks?	336	77
Does the teaching of black literature help to overcome ignorant stereotypes of blacks and their culture?	400	23

The years 1970-72 were good ones for still other treatments of literature by the *Bulletin*. Marilyn Wilker of Urbana told of a unit on the generation gap, with a goal of "helping students to understand their own generation and the generation of their parents." Lois E. Le Bloch of Champaign Centennial and A. L. Reynolds of Rochelle provided two articles on using *Spoon River Anthology* to spur students' creativity. John Eckman of Oak Lawn, advocating increased stress on breadth of reading, lamented, "If we English teachers measure the success of our literature program by our students' love for reading after we are through with them, I imagine the best we can muster is a C−." "How About That Book Report?" Rosemary Hake of Chicago State University asked. Roy Whitlow of Eastern Illinois University presented a subjectively chosen "Two Hundred Most Important Works of Black America: A Bibliography." Jack R. Sublette, on leave from Eastern, reported that Illinois college teachers believed that these authors head the list of those deserving the accolade of "modern classics": Ellison, Salinger, Bellow, Heller, Malamud, Hemingway, Mailer, Miller, Baldwin, Updike, and Faulkner (in that rather surprising order). And in discussing "Humanities for What?" I said,

> Literature can be relevant to human lives if we let it be so. But the instructional focus must permit the relevance to show through.... Literature can help [the student] to dream the dreams the world needs, dreams of himself and of his contributions to the world. It can show him the obstacles he will face

> and challenge him to find, with his fellows, the ways to destroy, surmount, or circumvent those obstacles.

In 1973, in "The Faces of Eve," Dorothy Matthews discussed images of women in popular junior novels, and added the interesting observation that in the most frequently taught "classics" there are few or no important women characters, although one must make exceptions of Lady Macbeth, Portia, Juliet, Gertrude, and other Shakespearean characters.

Donald Nemanich became the *Bulletin* editor in late 1973. His interests tended more toward language and composition than toward literature, and his brief tenure revealed that bias. Dorothy Matthews succeeded him in 1975 and has served in that capacity since. Her post-doctoral study had dealt with literature for young people, and an important part of her teaching load at the University has been a course in literature for high schools; she has also been involved in departmental administration as Director of Freshman Rhetoric, Chair of Introductory Courses, and Director of Undergraduate Studies in English.

In 1976 inflation, especially the high costs of printing, paper, and mailing, necessitated a halving of the number of *Bulletins* each year, from eight issues to four, although often the issues have been fatter than those of the past. Matthews instituted in 1977 a policy of having "focal points" for issues (a policy also frequently followed by the *English Journal* in recent years). The advantage of the policy, obviously, is that more intensive consideration can be given the focal point if it is approched from several points of view. The disadvantage is that for a few teachers an entire issue may be — or seem — of little interest or relevance. Matthews plans several issues ahead and invites potential contributors well in advance. Her system often brings better results than the lack of system that we previous editors had: with some exceptions we had merely waited for whatever came across the threshold, or had spotted possible writers and asked them to write on their specialties.

A great many valuable and varied articles on the teaching of literature have been published in the Matthews editorship. Among them have been a discussion of innovative teaching of folk literature, by Larry Danielson of the University of Illinois, and an excellent treatment of "Overcoming Student Apathy to Poetry," by Kitty Locker, also of the University. Locker said that students should be helped to recognize the relevance of poetry to their own lives, that insistence on use of highly technical poetic terms should

be minimal, and that some students enjoy noting the similarity of the poet and the scientist: each observes carefully and then interprets. Meg Files of Kankakee, writing on a similar topic, showed that Jean Piaget's work seems to reveal that lower-teen-age children, with some exceptions, are not intellectually ready for formal analysis of literature.

Editor Matthews reported that the response to a call for manuscripts on reading, the focus for the Fall, 1977, issue, was "overwhelming." The issue carried eight articles, headed by Wilmer Lamar's "Literary Humor" and Ken Donelson's list of two hundred adolescent novels "worth reading."

The Fall, 1979, *Bulletin* focused on literary "classics revivified." Its forty-eight pages included eight articles, with some on teaching Shakespeare, Dickens, and *Beowulf*, and others on mythology, precollege reading, and the usefulness of oral interpretation and singing. R. Baird Shuman offered anecdotal accounts of "Enlivening the Classics for Live Students" (the best kind to have in class!), and Mary Hoag presented an excellent grade-by-grade list of classics recommended for a well-balanced curriculum.

A historian of necessity is limited mainly to printed materials. In writing this history I necessarily can report little on what has been spoken over the years — millions of words, no doubt — in the Association's more than seventy annual conferences, for the proceedings of those conferences have only occasionally been reported in print. The many fine talks no doubt inform and influence those who hear them, and indirectly may affect other teachers, but they lack the lastingness of the printed word.

Fortunately, we do have a report on the 1971 conference, which may be considered representative of others, even though each conference has its unique highlights and special flavor. Bryant Fillion, then of the College of Education at the University of Illinois, served as guest editor of a *Bulletin* that summarized the proceedings. The opening paragraph went like this:

> What did we do at the Sixty-fourth Annual Conference of the Illinois Association of Teachers of English? Well, we did not cover grammar — there wasn't a meeting on grammar in the whole program, and maybe that is important. We did cover media in a big way (four well-attended meetings). We covered literature and reading (one speech and five meetings, including one workshop for elementary teachers); composition (two meetings); accountability (two meetings and a speech); teacher education (two meetings); and a raft of new approaches (seven meetings and three speeches) from creative dramatics and in-

> dividualized instruction through heterogeneously grouped classes and student involvement in curriculum planning. And we honored Dee Brown for his best-selling work of nonfiction, *Bury My Heart at Wounded Knee*, by presenting to him the IATE's Illinois Author-of-the-Year Award.

In those 1971 sessions devoted to literature and reading, convention-goers heard and took part in discussions of "Children's Books in a Pluralistic Society" (one of a number of programs that in the 70's were addressed to elementary school teachers), "Black Literature" (which speakers said should be integrated with white literature, not taught separately), "On the Relevance of Old Wine" (in which Dorothy Matthews "made the point that there is still gold, and relevance, in early literature"), "Literary Criticism and Educational Measurement" (in which Alan Purves, later an NCTE president, talked about six varieties of critical questions), and "Reading Skills and English," in which Ruth Hoffmeyer of Chicago said,

> Even in many school systems which have excellent diagnostic testing programs, there may be very little useful information on test scores which reaches the teacher.... Very seldom is the teacher given scores... which are meaningful in terms of providing guidelines for instruction.

Looking back over what IATE has had to say about the teaching of reading and literature in Illinois schools in the past seventy-four years, we can see that that teaching has undergone many changes. Here are some of them:

1. Modern emphasis on literature for *all* students, including many who would probably not have been in school if they had lived in the first decade of the century.
2. Much more awareness of individual differences in students, and varied attempts to cope with those differences.
3. Greater awareness of the problems involved in learning to read, and constant attempts to improve the teaching of reading.
4. Increased attention to American literature, world literature, writing by minority group members, recent or contemporary literature, and newspapers and periodicals.
5. Less emphasis on literary history and terminology and "What happened next?"; more emphasis on student involvement.
6. Some attention to such cultural forces as literary recordings,

movies, radio, television; much effect of "the paperback revolution."

7. More attention, and more sophisticated attention, to curriculum construction.
8. Increased attention to methods of teaching.

One thing, at least, has not changed. In 1970 Wilmer Lamar reprinted an essay, "Enriching Our Teaching of Literature," written by Harry G. Paul in 1930, in which Paul named that thing. The style is turn of the century (when Paul was a young man), but the idea is one to which thousands of Illinois teachers have subscribed:

> Into the halls of the eternal verities we may enter by many doors. For most of our pupils the teacher of literature has the supreme chance of opening the Door Beautiful, a resplendent portal of the life more abundant.

4. What Do You Do When a Child Writes, "Sometimes I wish I was dead"?

John M. Clapp of Lake Forest College was one of the leaders of the early IATE and the nascent NCTE. He went on to a professorship at New York University but in 1927 discussed for IATE the current status and problems of the high school:

> The high school is no longer merely a preparatory school. It is the meeting place of the well prepared and the retarded, poorly prepared pupil; it is the meeting place of the rural school pupil with barely fifty-six months of training and the urban pupil with seventy-two months of training. It is the meeting place of pupils from various types of parochial schools and pupils from public schools; it is the meeting place of pupils who have been taught by teachers who are not even high school graduates, and pupils who have been taught by normal school and university graduates; and finally it is the meeting place of pupils from homes lacking in culture, meager in comforts, and often devoid of ambitions and ideals, and pupils from homes of culture and refinement, rich in comforts and high ideals.

In the youthful days of IATE, teachers had given little thought to individual differences such as Clapp mentions. With some exceptions they had not gone much deeper than to classify students in their own minds as "smart" or "dumb" or "so-so," and in keeping with most educators of the times had not differentiated instruction at all. All students read the same stories and poems and plays, all parsed the same sentences, all wrote compositions on the same topic.

In the twenties and thirties, however, awareness of individual differences increased. Each child was himself or herself — a unique individual. "Teach the child, not the subject" was a slogan that prospective teachers were expected to chant morning, noon, and night; it became a password in many education classes. This emphasis on differentiation has continued to the present (although modern mainstreaming and some federal regulations are at cross-purposes with it). It has appeared in such guises as ability grouping, individualized reading, activity curriculums, contract plans, and elective programs. The theme of the 1974 IATE annual conference was "Individualizing Instruction: Promise vs. Reality."

In language study, most of IATE's effort over the early years was given to helping the individual students to become "correct" in their usage. This effort has never been abandoned — nor should it be — but in the past couple of decades the realization has grown that the teaching of usage may easily degenerate into a series of thou-shalt-nots, and that a more satisfactory language program would be more positive and much broader, exploring some of the riches and implications of semantics, the huge English vocabulary, lexiocography, language history, dialects, and sometimes even onomastics and the silent language, as well as the basic constituents of the English sentence and the specific but fluctuating bits of linguistic etiquette that collectively are usage (which most people mistakenly call "grammar").

The teens witnessed a hot debate on whether or not grammar should be taught, and if so, how much. For instance, a series of *Illinois English Bulletin* articles in 1914 may be summarized like this:

> "Formal Grammar in the High School" (Fred G. Fox): Teach only the "rules" that can be applied "quite readily in our daily use."
>
> "Grammar as a Discipline" (Thomas H. Briggs): There is no evidence that study of grammar really disciplines the mind. But grammar "facts that have some use" should be taught.
>
> "Are We to Have a Grammarless Age?" (G. M. Palmer): No. We should continue to teach students to identify sentence parts and to build "a well developed sentence consciousness."
>
> "Should Grammar Be Taught in the High School?" (S. B. Hursh): Yes. The student "needs to pursue it systematically."

These articles, despite their differences, reveal one big forward step away from the purposeless, useless, and endless parsing of earlier years: "Name the part of speech and describe the function of each word in this sentence: *For over a century there had lived in this remote village a family of cobblers.*" Today the research of Piaget and others has taught us that most children are not capable of the kind of classifying and generalizing that parsing required. Even for those who could do it, there is no evidence that the task led to improved accuracy or fluency. But most of the writers of the articles summarized above had passed beyond the parsing stage and were searching for teachable and valuable truths about sentence construction.

Nevertheless their students, like those of the parsers, would be handicapped by one fact that many teachers seemed and still seem unable to grasp: There is a difference between identifying and

doing. Students capable of identifying almost any word or sentence part are not necessarily able to construct good, relatively complicated sentences of their own. Practice in *use* is valuable, practice in *identifying* nearly worthless. But millions of child hours were spent annually on this task, and in some places many hours are still being spent on it.

The late teens and the twenties were also much interested in "minimum essentials" — usually defined as the avoidance of certain expressions. Some schools drew up their own lists of things that a student should or should not say or write in order to pass the ninth or some other grade. Eventually the IATE drew up its own list of minima, which it called not quite accurately "Requirements in Form for Written Work" and sold by the thousands at 1½ cents each. In 1916 a University of Illinois professor, Daniel Dodge, said in "A Minimum of Correctness in English Speech" that the following errors must be utterly prohibited:

He don't. *I don't hardly think so.* *Most everybody*
He does it like I do. *I couldn't scarcely do it.*
Those kind of things *Between you and I*

Other teachers and departments of course had their own pet peeves, and the minima of some of them included hundreds of items, not just Dodge's seven.

The same years saw (nationally, although a Chicago women's group took the lead) a profusion of "Better Speech Weeks," which normally seemed to define "better speech" as the mere avoidance of error — a negative goal. The activities of Better Speech Week were often just plain silly. *The Illinois English Bulletin,* in all seriousness, printed the script of a play called "People of the State of Illinois vs. the Four Verb Brothers: Messrs. Be, Do, See, Go," in which some of the characters were Miss Cultured Person, Mr. Business World, and Complaining Witness — Miss Mother Tongue. This play, readers were told later, was performed in "many schools," and free copies were offered by IATE "as long as the supply lasts."

The same author (who would eventually become a president of the Association) came back with a parody of *Pilgrim's Progress* called "Everystudent's Progress," which had such diverse characters as Lazymouth, Slang, Gentleness, Goodbooks, Mob, and Citizens of the City of Scorn. In Galesburg in 1921, Better Speech Week started with a pageant led by three girls in white middy suits (symbolism uncertain), followed by a boy in a dunce cap who was carrying a poster saying "I Done It," the unattractive Have

Went Family, and two girls from an Elizabethan Literary Society carrying a poster "Let us use the pure English of the olden days!" Forsooth! And other schools papered corridor walls with such slogans as "Good English can never die. Don't try to murder it." and "Eleventh Commandment: Thou shalt not murder thy mother tongue."

Editor H. G. Paul expressed doubts about such shenanigans: "We must ever remember that Better English Week is only a revival service, possessing all the advantages and liable to the possible futility of any such campaign."

In the 1930's the *Bulletin* paid little attention to language, although in 1939 Blanche Swindell of Hinsdale described "The Magic Touch in Vocabulary" and two Oak Park teachers, Max Hohn and Rodney Kimball, hoped to make possible "New Life for Old Grammar," quoting President Hutchins of the University of Chicago: "The degeneracy of instruction in English grammar should not blind us to the fact that only through grammatical study can written works be understood." The authors asserted that forty to sixty per cent of students' writing errors "occur because pupils do not understand the verb."

The 1940's, too, were pretty quiet about language. There was a plea from the American Dialect Society for help in collecting proverbs and local sayings. A U of I student, Eleanor Lukens, analyzed "Modern Trends in Vocabulary Building," stressing motivation, extensive reading, and etymology. And William Suchy of Cicero offered "A Semantics Primer for Teachers of English" at about the time when S. I. Hayakawa's *Language in Thought and Action*, a Book of the Month Club choice, was beginning to popularize that important subject.

In the following decade structural linguistics caught the attention of teachers unhappy with traditional grammar. Chenault Kelly of Eastern Illinois State attempted to explain what both the structuralists and the general semanticists were up to, but the task was too great for one article. A U of I senior, Myra Bloxom, discussed vocabulary building in "For Want of a Word . . . ," placing special emphasis on learning words from context and on looking closely at their parts.

The 1960's began with IATE's only ambitious sally into language history: two very long and excellent articles by U of I Professor Louis Muinzer: "History: The Life in Language" and "Historical Linguistics in the Classroom." I do not know even now of any articles of comparable scope that surpass them. Alice Tolle of Oakland followed with "Pygmalion to the Rescue," telling how she

worked on pronunciation with a class that didn't distinguish *pin* from *pen*. Verna Hoyman of University High, Normal, gave scores of practical suggestions for vocabulary building.

In 1962 Elmer Brooks of Eastern and a committee prepared "Correlated Grammar and Composition: An Illustrated and Sequential Study," printed in a fat, 84-page issue. The authors said,

> Our wares are preponderantly traditional. That does not mean we try to ignore the virtues of structuralism and transformationalism. We simply find the processes of the latter unready for present application in the classroom [and the former not useful in composition].

They considered in detail such questions as How much grammar? and When and how should we teach it?

I mayself attempted in "Grammar(s): A Rationale" (1963) to distinguish the various types of grammar and to argue for a pedagogical grammar that would select, from whatever source, those relatively few grammatical items of most value to students. Grammarian James Sledd tried something similar that year in an address to the annual conference, talking brilliantly on "New and Newer Grammars of English" but losing his audience at the start of a question-and-answer period in which he told the first (and only) questioner, "That's a stupid question. Next!"

Jenny Cohler of Chicago's Mather High School, in "A Class-Directed Unit in Language Study" (1965) described a senior class that profited from study of dialects, slang, clichés, semantics, word origins, personal names, the alphabet, and dictionaries. A couple of years later William Campbell of Villa Park and Shirley Morin of Rhode Island presented "Outline for a Language Program, Grades 7-12," a well-balanced program including history of the language, lexicology-lexicography, dialectology, and grammar. William Seat of Northern Illinois University prepared an accompanying bibliography, and Vernon Adams of Ottawa described "In-Service Programs in Modern Grammar." Arnold Tibbetts of the U of I bemoaned the low repute of traditional grammar in his "In Grammar's Fall/We Sinnéd All."

In his talk to IATE in 1967, Robert Hogan, soon to become Executive Secretary of NCTE, raised what may be the most important question faced by teachers of language and composition:

> We are the ones who have helped... to base the whole [English] curriculum on a sense of safe decorum. The impact is revealed in the case of the elementary teacher who received a short paper by a second grader who had written, "Sometimes

> I wish I was dead," and had responded in no other way than to cross out *was* and insert *were*.

Hundreds of us in his audience looked into mirrors just then and shuddered at what we saw.

Hogan was asking, Is safe decorum the major reason for the existence of English teachers? Is English teaching intended mainly to arbitrate between *was* and *were*? Granted that the literate public, our employers, want *was* and *were* in the right places, must we stop at that?

The best teachers of language don't stop at that. Carolyn Pierce of Champaign, for instance, writing in 1968 on "Lexicology in the Senior High School," told how in a detailed study of words her students learned also of "the overwhelming effect of their language on their ideas and actions." And Robert Pooley in an IATE talk urged, "Teach the English language as though you had just discovered it this morning. You are so thrilled with the discovery that you can't let an hour go by without sharing this wondrous discovery with someone else."

Eleanor Stoppe of East Alton-Woodriver knew what Pooley was talking about. She described "A Teen-Age Dictionary as a Learning Project" (1969), in which students thought about the special words their generation then used — *zappo zippo*, for instance — defined them, used them in realistic examples. A. L. Davis of Illinois Institute of Technology knew. In "Dialects in Illinois" (1970) he provided maps showing Illinois county dialectal differences in such words as *dutch cheese, smearcase, clabber(ed) cheese.* Carol Hughes of Aurora knew. In the same issue she described "A Classroom Survey of Dialect."

Raymond Hollmann of O'Fallon knew. He said, "Grammar Isn't Dead — It's Subliminal" (1973). Hollmann didn't like grammar much, but "It should be studied along with other important aspects of language — slang, history of the language, semantics, and lexicology."

Many teachers who took part in twenty workshops at the 1973 conference knew. The conference focus was "Language: Man's Greatest Accomplishment." The program was planned by Evelyn Haught of Eastern Illinois University, and she summarized the workshops for the February, 1974, *Bulletin*.

Many others knew and know what Pooley meant about language — which is so much more than *was* and *were*! I tried to say it like this in 1974 in "The Search for What Matters":

> Language is not something to be endlessly analyzed and corrected. It is a positive force; it is the force that has led man to his vast accomplishments. Because dogs and elephants and monkeys and fish have no real language, they have no wheels, they build no houses and factories and stores and schools, they have no books and art and music. Man would not have such things either if he had not developed his innate capacity for speech.

IATE's contributions to the teaching of composition have followed a path similar to that in the teaching of language, narrow at first with an almost exclusive concern with "correctness," then gradually enlarging in coverage and vision. Since the *Bulletin* over the years has carried scores, even hundreds, of articles on composition, I can mention only a small fraction of them.

Especially noticeable have been several dozen articles by college professors, the majority of them from the University of Illinois, who have offered advice to high school teachers about ways to prepare their students for the rigors of college composition, which in many institutions had acquired a terrifying reputation as a "flunkout" course.

One of the most notable of these articles was "The Writing of Illinois High School Graduates" (1931), by B. L. Jefferson, who for a dozen or so years was the UI director of freshman rhetoric. I used to see him, slender, erect, gray-haired, bespectacled, walking down a corridor in old University Hall, which stood where the Union Building now is. Or I would see him driving his rattly old Chevrolet on the streets of Urbana-Champaign. When I was working for my doctorate, I taught freshmen under his guidance and found him fatherly, helpful, forgiving of my pedagogical errors and sins. Jefferson wrote in his article:

> I am not one of thost critics who scorn the entire race of high-school teachers of English because youth of our land sometimes write ineffective or even illiterate English. Having taught English composition for the last sixteen years, I realize that we teachers of it have on our hands a thirteenth labor of Hercules. Our task is to make literate the emerging masses in a democracy and to do so against the contrasting influences of home, playground, factory, and store. Christian pitted against Apollyon, or the Red Cross Knight pitted against the monster in the Cave of Errors had no more formidable opponent than we have.

Jefferson went on to analyze students' strengths and weaknesses as of the early thirties. Their "sentence sense" and their punctuation, he said, were getting better, although "Internal punctuation is

still somewhat chaotic." "Sometimes I almost despair of spelling." Their paragraphs were usually underdeveloped. They sometimes wrote illogical statements like "The author and his companion were in a state of personal views with a mild disagreement." "The average freshman," Jefferson asserted, "is a spendthrift in words," writing for instance, "Her home was the same town where I lived." As to content, "I should say the quality of the ideas in freshman themes parallels rather closely the quality of the style in which they are written." A note of solace: "The high-school English teacher would be touched to know how often he or she is the hero or the heroine of the freshman's character sketch."

Some of the earlier writers had been less gentle. In 1917, for example, Isabelle McKinney of Eastern had asked 44 teachers to apply what today would be called holistic grading to seven tenth-grade themes. They placed them in piles from best to worst, seven themes in each pile. Here were the results of these ratings:

	[Theme]	A	B	C	D	E	F	G
[Rank]	First	3	2	11	2	15	1	10
	Second	5	6	10	3	9	5	6
	Third	3	11	7	7	4	5	1
	Fourth	11	5	6	5	6	8	3
	Fifth	7	6	6	12	3	2	8
	Sixth	7	1	1	5	5	7	8
	Seventh	8	3	3	10	2	16	2

(Read: Theme A was placed in the first or "best" pile by three teachers, in the second by five, etc.)

Noting that each paper had been given every rank from first to seventh, McKinney wondered whether the 44 teachers held in common any standards at all.

The U of I's Frank Scott wrote several articles in the teens and early twenties, urging close cooperation between colleges and high schools. In one of those (1918) he reported that students who had trouble with freshman composition ascribed their difficulties to these causes:

1. Too little writing in high school
2. Too little instruction in sentence structure, etc.
3. Teachers who were not strict enough
4. Ineffective criticism of themes
5. Lack of required revision
6. Too few conferences with teachers
7. Slighting of composition in favor of literature
8. Lack of teacher interest in composition

Errors and error-counting were the foci of several articles by college teachers and some high school teachers. Essie Chamberlain (1920) reported that Oak Park freshmen committed 5.7 errors per page but that by the senior year the number had fallen to 2.2. Faulty spelling and problems with commas were the errors most commonly cited. Chamberlain also reported on a survey of 280 Illinois English teachers, of whom 175 said that the textbook was the greatest determinant of what was taught in composition, although some forward-looking teachers, she said, were beginning to use magazines, newspapers, projects, and even dramatization to enliven and enlighten the often dreary textbook presentations. Some, too, were quite concerned with content, with what Jefferson would call "quality of ideas." For example, in the years just after what was called the Great War, some teachers encouraged their older students to think and write extensively about the problems of reconstruction.

Sterling Leonard of Wisconsin, a future NCTE president, told IATE in 1921 that literature and composition could be correlated. He discussed the writing of book reports, book notes, and book reviews, and extolled the virtues of imaginative writing by students — writing sometimes inspired or influenced by the literature they read in class. H. G. Paul (1921) praised pictures as composition-starters, and in 1927 declared, "The first and greatest requirement in good composition is having something to say" — a point of view that is commonplace today but that was somewhat rare in a time when teachers placed most stress on correctness. Sophia Camenisch echoed Paul a year later: "Perhaps the greatest single change in the teaching of composition in recent years is a shifting of the emphasis onto English as communication. If the pupil really has something to say and a reason for saying it, other than the teacher requiring it as a class exercise, he will be pulling with the teacher and not against him."

An article that particularly interests me is "Utilizing Regional Material," by Mildred Boyer of Danville, who anticipated the *Foxfire* method by a quarter of a century. Her students interviewed community members, especially old settlers, to find out about Danville of years gone by, old-time methods of preserving food, building furniture, and the like. The same issue (March, 1941) carried "Using Local Historical Material in Freshman English," by Louise Flynn of DuQuoin. Flynn found that students could become much interested in the early history of southern Illinois, exploring, for instance, "what became of the French settlers when the Mississippi cut off the whole town of Kaskaskia and carried it down the river."

Elements of *Foxfire* appeared here, too: one boy spent week-ends "in the foothills of the Ozarks visiting the people who still live in cabins in the hills."

On theme topics Easley S. Jones of the U of I said in 1915, "Students are like leaky pumps; they have to be primed. They have a cistern full of ideas, but the teacher must pour some in before they can get theirs out." In "What to Write About" he offered approximately a thousand possible topics which pump-priming teachers might suggest to their students. He followed that list a year or so later with others for description and narration. Jones's lists were later revised several times by various hands, being printed frequently as "1,000 Topics for Composition," extended in the 1970's to a companion list for elementary schools. Although no cumulative sales figures are available, it is probable that these lists are the all-time best-sellers among IATE's publications. Through NCTE they achieved national distribution.

A few teachers as early as the teens anticipated the 1970's emphasis on oral work — class discussion of the topic — as a precursor of written work. Others were much interested in having their students write real letters that could be mailed. Isabel Hoover recommended interviews and field trips as sources of theme topics. Several teachers described and praised class or school magazines.

Spelling, too, occupied the attention of many writers. (An *Atlantic* article in 1915 stated flatly, "The rising generation cannot spell.") Some contributors wrote on the teaching of punctuation or other mechanical matters. But increasingly the emphasis shifted to content and organization.

The editorship of Charles W. Roberts was noteworthy for its emphasis on composition, often at the expense of language and literature. A considerable number of full issues were devoted to descriptions of the U of I freshman rhetoric program and its expectations of students, analyses of freshman errors, and sometimes specific suggestions for improvement of preparation, as in an article by Cornelia Kelley, who in 1944 showed teachers how they could help students to develop good paragraphs on such topics as "I hate to get up on cold mornings." Some of the articles were not without humor — for instance, one by Roberts himself, in which he showed how teachers may find it advantageous to look with students at boners such as "I am not a war mongrel," "When he saw the Pacific, it was miles from the shore," "Like all great Americans, he was called to his rest in the year 1870," "He knows the Bible like a book," and "Every seat was filled to capacity."

Roberts's greatest innovation appeared in the January, 1945, is-

sue of the *Bulletin*. Entitled "Best Illinois High School Writing of 1944," it included ten prose pieces and twelve poems written by students. In a couple of years Roberts wisely inserted "Some of the" before the title, and because contributed pieces were so numerous and many of them so good, he began preparing separate issues on prose and on poetry. These continued until late in the 1970's when, largely for economic reasons, the prose and poetry were again combined in a single annual issue. Roberts made the choices himself, but a few years later as his successor I began asking high school teachers or departments and then college departments, scattered about the state, to do the selecting. The task was often a difficult one, for sometimes close to a hundred poems or prose pieces would be excellent, but for reasons of space and cost, only a third or a fourth of them could be published. I feared plagiarism, but I know of only one instance in which it occurred and escaped the eyes of the judges. During my editorship a cinquain by Adelaide Crapsey slipped in, and I think that a tenth of the teachers in the state wrote or told me about it.

One very fine teacher-written article of 1942 was "The West Rockford Experiment in Sophomore English," by Mary Carlson, whose teachers correlated literature and composition. The literature was chosen to illustrate themes or problems, and the student writing related the literature to development of understanding of one's self and one's fellows and to "the world of complex adjustments." And at a time when little special attention was given to ethnic minorities, the Rockford teachers and students considered the special problems of blacks, Indians, and immigrants.

Teachers argued about the value of creative writing. Most of the *Bulletin* writers seemed to like it, at least in moderate amounts, but in 1944 Kermit Dehl of Oak Park-River Forest wanted an almost exclusive emphasis on exposition: "The rambling, pointless, vaguely worded papers resulting from an attempt to tell a story or to make a beautiful description are a waste of energy for both student and teacher."

In 1946 Roberts picked up and quickly dropped a hot potato. He published "The University of Illinois Honor Roll of High School English, 1933-43," in which Earl Bloom listed the names of schools whose graduates had compiled the best grade averages in freshman rhetoric during those years. The heat came from schools that were not listed or were not near the top. Some of them regarded the tabulation as unfair because it ignored knowledge of literature; some said, "Our best students go to Harvard or Princeton, so the University does not get a cross-section"; and some said

that a small school which had sent just two or three students to the University had a much better chance to make the honor roll than did a school which had sent fifty or a hundred. There were demands for apologies and even threats of legal action. The honor roll experiment was not repeated.

Association memebers found that not only the University of Illinois was interested in improving student writing. In a 1947 conference talk on "High School Preparation for College English" Martha F. Christ of Wright Junior College, Chicago, was very critical of the writing skills of students she was getting. "Never have I seen such poor spelling as is now appearing in my themes." Punctuation was often nonexistent. Students didn't know basic grammar. They couldn't interpret diacritical marks in dictionaries. The concept of the school as a place for learning was becoming "entirely lost." At fault, she said, was the "educator," who emphasized "games, plays, visual devices — the child must be *tricked* into learning." There was too little oral reading, dictation, and daily writing, she asserted; standards were too low, and there were too many objective tests.

The Association officers and members were well aware that classroom results were not as good as they wanted. But they had pointed out repeatedly — starting in the teens — that teachers had to face too many students in too many classes for them to require large amounts of written work. In 1941, for example, an English teacher typically taught from 30 to 39 students in each of five or six classes. In 1944 IATE adopted, at Roberts's urging, a set of resolutions one of which said that a high school English teacher should teach only four classes a day with no more than 25 students per class. This resolution has been frequently reaffirmed and was influential in the adoption of similar resolutions by NCTE.

During my editorship of the *Bulletin* we published two important contributions on teacher load. I had found a mimeographed study by William Dusel of San Jose State which greatly impressed me. With his permission it appeared as "Determining an Efficient Teaching Load in English" in a 1955 *Bulletin*. Using the same composition marked in different ways, Dusel showed that in a short time a teacher who was content with superficialities could read and place grades on a large number of compositions. But a thoughtful evaluation that took into account content, organization, diction, and sentence structure and not just spelling, punctuation, and "he seen it" was so time-consuming that unless a teacher put in a 70- or 80-hour work week, he or she could not possibly evaluate helpfully 150 or so compositions. NCTE bought and then sold to

its members several thousand copies of the Dusel article, which even today affords useful ammunition to teachers concerned about both work load and conscientious evaluation.

The other article, published in 1958, was "Tired Teachers Cheat Children," by Past President Alice Grant of West Frankfort. A thousand English teachers from 296 Illinois high schools reported to her an average work week of 53 hours, 33 minutes, and an average student load of 140 (slightly better than in the early forties). "The sad fact about these statistics is that they are couched in terms of averages, [so] fifty per cent of the Illinois teachers were worse off than the averages show." Grant also echoed Dusel's finding about the time required for thorough evaluation: 8.6 minutes per paper if one "shows concern for ideas" and uses evaluation as a teaching device. The most significant point about Grant's paper, however, is revealed in its title. She emphasized the ways that students are inevitably shortchanged or cheated by teachers who are too heavily burdened to provide the help that individuals need.

Partly because of my own interest in creative writing, several articles on that topic appeared during my editorship. Two of these were by teachers whose students were often represented in the "Best Poetry" and "Best Prose" issues, Adele Johnson of Rockford East and Eleanor Davis of York (Elmhurst). Ruth Shepherd of Platteville, Wisconsin, wrote "Creative Writing Based on Reading," Roxane Riva of Chatsworth in a lively and enthusiastic style asked "Why Don't We Teach More Creative Writing?" and James Noah of Illinois State Normal University reported on a study of the strategies and tactics of 78 Illinois teachers whose students had been represented in the "Best" issues from 1950 through 1955. Among the findings were these:

Study of authors' techniques was a common practice.

The topics were often related to school, local, national, or world events.

Group work was common, especially in getting-started periods.

A favorite assignment was expanding a quotation such as "A stone let go cannot be recalled."

Dramatic situations were sometimes set up and discussed in the classroom.

Twenty-three of the 78 teachers had had some formal training in creative writing.

In March and April, 1953, appeared two other of IATE's best-sellers: "Evaluating Ninth-Grade Themes" and "Evaluating

Twelfth-Grade Themes." In the first of these, twenty experienced ninth-grade teachers evaluated under my direction a cross-section of ninth-grade compositions gathered from around the state, scoring them not only for "correctness" but also for such things as effectiveness of word choice, organization, and content, and then writing an appropriate comment addressed to the student-author. In the second, twenty-two twelfth-grade teachers and fourteen teachers of college freshmen followed a similar procedure with twenty representative twelfth-grade compositions. Our purpose was to illustrate for less-experienced teachers the things that selected older teachers looked for in evaluation and the kinds of comments they wrote. NCTE purchased thousands of copies for resale. Many schools placed copies of these *Bulletins* into the hands of their students to show them the things that might be considered in evaluation. Some years later (in 1966), after many teachers told us that their students were still much interested in finding out why one paper got an *A* and another a *C*, Gerald and Mary Rubio and I prepared "How Teachers Grade Your Themes," consisting of a number of student compositions, with detailed criticisms such as a careful, thoughtful, and unhurried teacher might make in conference. That *Bulletin*, however, was much less popular than its two predecessors.

Agnes W. Voris of Neogia, in "Setting the Yeast," discussed writing-readiness activities, or "supplying leavening," as she called them. This was at a time (1967) when teachers were beginning to pay much more attention to the whole process of composing, realizing that simply assigning a topic and then evaluating the results were not enough. A year later Stanley Gritzbaugh of Rockford and Dorothea Trump of Naperville discussed "The Teaching of Composition in the Junior High School." Calling composition "the neglected area of English instruction," they too were interested in the composing process, especially the role that oral English may play. They offered numerous suggestions of particular value in the junior high school.

In 1969 Clarence Hach of Evanston agreed with the statement that composition is neglected: "I really think that composition, next to language, has been the most misunderstood area of English and the most badly taught, even neglected." Donald Nemanich of the U of I thought that overcorrecting was bad teaching. He urged elementary school teachers in particular to ignore some of the errors in order to encourage strong, spontaneous writing.

The early 1970's saw another burst of interest in creative writing. "Average Students *Can* Write Poetry," June Stark of Charleston

assured readers, and provided evidence. A. L. Reynolds of Rochelle Township concurred, showing how his students wrote and taped epitaphs comparable to those they had read in Masters's *Spoon River*. And in "Notes from a Useless Teacher" Ann Armstrong of Riverside-Brookfield asserted that when students are writing creatively, a teacher "becomes most useful when he renders himself most useless" — that is, by getting students motivated and then giving them freedom.

A spate of articles on composition rushed past in 1973. Their titles suggest the variety of emphases that were then coming into focus:

"An Experiment in Contractual Composition" (James Finch and Michael Slaughter, Illinois Central College. Using behavioral objectives with college freshmen)

"A Behavioral Approach to Teaching Freshman Composition" (Arthur Donart, Western Illinois. The same theme)

"Composition's Conservatives" (Robert G. Kraft, Eastern Michigan. "The 'how' comes after and is determined by the 'what.' ")

"Let's Hear It from Compositions" (Allen S. Munneke, Lisle. Reading compositions aloud in small groups)

"Finding Voices in the Writing Journal" (William Strong, Utah State)

"Teaching Writing as a Process" (Donald Murray, New Hampshire)

"A Rhetorical Question" (D. G. Kehl, Arizona State. High school composition not to be regarded just as preparation for college)

"Maximizing Proofreading" (Linda Houghton, Onarga)

"Marking and Grading in Remedial Composition" (Paula Backscheider, Rollins College)

The seventies expressed much interest in the relation of writing to speaking, partly because of a *College English* article by Robert Zellner. Elmer Waldschmidt of Prairie View wrote about it for IATE in "Peers Paired for Talk-Writing" in 1975. There was also much interest in the theories of Ken Macrorie, who in several books had advocated rather casual approaches to teaching, as well as a rather casual style in contrast to the stiff, stilted style that he called "Engfish." In the *Bulletin* Douglas Nietzke of Illinois State showed the Macrorie influence in his "The Daring Young Girl in the Asalasilum," in which he advocated encouraging students to write freely without thinking or planning. Roger Whitlow of East-

ern Illinois wrote in praise of bribery, telling how he offered students five dollars for exceptionally good or greatly improved writing.

The editorship of Dorothy Matthews began auspiciously in 1975 with an article by Hans P. Guth called "Forward to Basics." Guth, the author of many textbooks, wrote in favor of sentence building, the use of effective examples (not bad or incorrect ones), and the encouragement of figurative language. In the following years Matthews selected and published a number of other fine articles on composition.

Among them were a plea, from a New York teacher, for having students write petitions, editorials, bumper stickers, and other statements of strong personal belief, and a plea from a Texas teacher for helping students to look at things from an unusual angle, such as the little world inside a race car. John Heissler of Illinois State analyzed the writing of Illinois winners in NCTE's National Achievement Awards competition, and found that they know their subjects well, use specific details, have a clear thesis, have a clearcut and proportionate division into parts, and write in a pleasant, simple, straightforward style.

The entire Winter, 1977, issue focused on writing, with eight articles on the subject. In one of them James Scanlon, at that time head of the U of I freshman rhetoric program, said that entrance tests of entering Illinois LAS freshmen showed scores about six points above national norms, but that 1974 scores were below those of 1968. The Fall, 1978, issue was another large one that concentrated on writing, with nine articles describing successful writing programs, discussing what research can tell the teacher, and telling of methods that work, even though they don't work wonders.

The Winter, 1980, issue concerned remedial English, and included an article by Karl Taylor of Illinois Central that illustrated well a major change that over the years had taken place in English teachers' attitudes toward composition. A typical attitude of the first half of the century was that a composition was only something to be written by a student and then bloodied by a teacher. Taylor and his contemporaries were much more analytical. They sought causes of writing problems in order to seek solutions. Said Taylor, "Many writing problems are not basically writing problems; they are affected by seeing, listening, speaking, reading, and thinking." Half of remedial students, Taylor had found, had some sort of visual problem, one in twenty an auditory problem, many didn't actually hear the *-s* and *-ed* endings on some verbs, and most had nowhere learned to summarize printed passages.

Diagnosis, the medical profession has shown us, must precede cure. English teachers, as illustrated by *Illinois English Bulletin* articles of the past two or three decades, are slowly learning how to make diagnoses. In doing so, they learn more and more about children as human beings, that "pupils are people," subject to such human frailties as slowness in learning, laziness, indifference, hostility, forgetfulness — even too little linguistic aptitude. Diagnoses do not make cures easy or certain, but they can help.

Robert Hogan's little elementary school child who wrote "Sometimes I wish I was dead" did not need *at that time* help with the subjunctive mood. What was needed was diagnosis. Maybe that child was just joking, or maybe he or she needed more help than a mere teacher can ever provide. But if the child wasn't (weren't) joking, possibly he or she, like countless others, can slowly be assisted in thinking things through, in gathering and weighing more evidence, in learning more and more about himself or herself and about other people, in talking and writing freely, gradually in organizing, gradually in maturing thought and judgment. Learning about *was* and *were* may be important, but learning these other things may be even more so.

5. Some Highlights from the Past

The Work of the District Leaders

Since the late 1930's IATE has owed much of its success to district leaders — usually one for each of the districts comprising the Illinois Education Association. The leaders have organized district programs, solicited IATE and NCTE memberships, sometimes traveled to some of the schools in their districts to meet formally or informally with teachers, and have met twice a year with IATE's Executive Council. From their ranks have come the majority of IATE's officers in the past four decades.

Although district programs, ordinarily held in spring or fall, most often feature one or more speakers — sometimes local talent, sometimes an NCTE or IATE officer or other guest — sitting and listening have by no means been the only things for those in attendance to do. Here are some of the other activities that districts have featured at various times:

- Poetry fairs
- Poetry readings
- Ideaexchange ("Bring 50 copies")
- Exchange of lesson plans
- "Got a gripe?" sessions
- Discussion groups
- Paperback swaps
- Readers' theater
- Panels
- Student film festivals
- Workshops
- Meal functions
- Enlistment of support for teachers of "controversial" books
- Sponsorship of student creative writing contests
- Attendance at a play or other cultural event

The first mention of district leaders that I have found is dated 1938. In that year Frank DeLay of New Trier (Winnetka) presented a new constitution, giving, the Executive Council minutes say, "two reasons for having a constitution: first, that the old constitution had been lost until a few days ago [!]; and second, that we need an organization that will reach every teacher in the state and make the work of this organization effective." DeLay's constitution, which was adopted, provided both an Executive Committee and a "Central Committee [which] shall be composed of one representative for each division of the I.E.A. . . . The Central Committee shall advise the Executive Committee as to the needs and desires of the teachers throughout the state, and shall suggest policies." Further, within each division there should be one representative from each county. H. G. Paul, although no longer the

editor, endorsed the idea in principle, saying in 1939 that in the "local centers" teachers should "dine together and have round table discussions of various problems peculiar to teachers of English."

The constitution has been revised several times since then, most recently in 1980. Apparently the plan to have county representatives did not work well, probably because of the difficulty of finding 102 teachers to assume the responsibility. The district leaders have, however, continued to function ever since 1938, although there have been times when a district has been leaderless and therefore inactive for a year or even several years.

How influential an energetic person or two can be is illustrated by the Northwest Suburban District. In 1974 Lee Mulcrone, followed two years later by Donna Blackall, took over as district leader. By 1979 membership had risen from 0 to 143, and the organization had a budget, a constitution, and a record as one of the most professionally active districts in the state.

The caliber of person who serves as district leader is revealed in what a younger teacher said about Barbara Garst of the Blackhawk District. As a beginning teacher David Collins had gone to her and bemoaned the fact that his students did not appreciate Charles Dickens. He tells the story:

> Miss Garst nodded and smiled.
>
> "Well, you have to look at the world of literature as a candy store. If you gave every student in your class a dollar and took them to a new candy store in Moline, would each of your students buy the same kind of candy? Of course not. But you can bet that your students would be glad you showed them how to get to the store. Just get them to the store and let them do their own choosing."
>
> I took the advice and found it valid.
>
> At her death last month, Barbara Garst had taught for fifty years. How many lives did she touch in those fifty years? Who can say? . . . I'm only glad I was one of them.

Authors

In 1970 IATE inaugurated an Illinois Author-of-the-Year Award, specifying that authors so honored might be either living or deceased. Most of the living honorees have appeared at the convention where a suitably inscribed plaque was presented and the author sometimes responded with a speech or a reading from his or her works. In the instance of Edgar Lee Masters, his cousin, Edith Lee Masters, curator of the Masters Museum in Petersburg, accepted for the late poet, and the Illinois State University Depart-

ment of Theatre presented a moving dramatization of *Spoon River Anthology*, which was then approaching its sixtieth year in print.

The list of authors so far selected is as follows:

1970	Vachel Lindsay	1971	Dee Brown
1972	Rebecca Caudill	1973	Clyde S. Kilby
1974	Edgar Lee Masters	1975	Mike Royko
1976	Victor Hicken	1977	Richard Peck
1978	Gwendolyn Brooks	1979	Natalia Belting
1980	Mark Petrakis		

Older members recall presentations by other authors in years past. Perhaps best known of all was British poet Alfred Noyes, whose "The Highwayman" once appeared in almost every high school literature series. His talk in 1941, which consisted mainly of reading from his poetry, is the only IATE address ever carried on nationwide radio.

Another very popular talk was that of actress-writer Eva Le Gallienne, who spoke in 1940 on "The Value of the Theater" to an audience that combined English and speech teachers and librarians. Forty-one years later she is still starring on Broadway, but the hope for lower-priced theater tickets that she expressed in 1940 has certainly never been realized.

The audience in 1942 chuckled with Arthur Guiterman, at that time a well-known writer of light verse. He explained how to pronounce his name:

> There ain't no better, fitter man
> Than Mister Arthur Guiterman.

IATE was barely solvent ($8.81 in the treasury in 1939) and such expensive talent as Noyes, Le Gallienne, and Guiterman would not have been affordable had it not been that the IATE conference was held during those years (and earlier) at the same time as an annual statewide teachers meeting and hence was subsidized in part by the Illinois Office of Public Instruction, the High School Visitor's Office, and the University.

Later, IATE paid for its literary speakers from its own coffers. (Teachers who speak usually donate their services or, if they are from out of state, are paid only a nominal honorarium plus expenses.) Past-president Addie Hochstrasser, a long-time teacher and department head at Paris, Illinois, has recently written me about her favorite speaker:

> On October 29, 1949, as program chairman, I introduced the speaker of the day, Kentucky author Jesse Stuart. His tribute

> to teaching, his prose masterpiece *The Thread That Runs So True*, was brand new on the market. I have a first edition which he autographed for me that day. First editions of any Stuart book bring good money, but I keep mine to treasure and to remember. One of my students, Lindy Wade, went with me that day to sing an original song composed in Jesse Stuart's honor. Today Lindy has a Ph.D. in English; she writes and teaches in a university in California.

Hochstrasser herself, long retired, now lives in Kentucky, where she is active in the Jesse Stuart Foundation, recently took part in a Stuart symposium, and at Western Kentucky University established a student-aid fund in honor of the prolific poet and fiction-writer.

Poet Paul Engle, in charge of the creative writing program at the University of Iowa, has twice addressed IATE. On his first appearance, in 1965, he made his after-dinner speech on a rather odd topic: poetry of the graveyard and the charnel house. He used generous and often explicit examples. Sitting at the speaker's table, I watched his listeners depart, pale and distraught, one by one and two by two and finally table by table.

Gwendolyn Brooks, the Illinois poet laureate, also made two appearances. Past-president Dorothea Trump recalls the first one:

> In 1969 when I was program chairman, I experienced a trying moment. Where was our featured speaker? Because Gwendolyn Brooks had an unlisted telephone number, I had to send her a telegram with final details, such as meeting her train, relative to the conference luncheon at which she was to speak. I requested a return confirmation. I heard nothing. Only another program chairman can understand the slow torture of not knowing whether the guest speaker has arrived. When Miss Brooks did arrive, she showed me the telegram, which she could not read because it had never been deciphered and the message appeared in numbers! She was understandably confused and thought it was some joke. Western Union had goofed, but Gwendolyn Brooks was a good sport, and I never enjoyed a speech more.

Life Membership Awards

In 1972 IATE established Life Membership Awards for long and distinguished service to the Association. Those receiving the awards have been:

1972 Jessie Frederick, East Moline, District Leader
J. N. Hook, U of I, Editor, 1949-59; President, 1960-61; Treasurer, 1961-64
Melba Wixom, Waukegan, District Leader

1973 F. P. Armstrong, Rochelle, District Leader
W. Wilbur Hatfield, Chicago, President, 1913-14
Dorothea Trump, Naperville, President, 1966-67
1974 Clarence Hach, Evanston, District Leader (President, 1977-78)
1975 Stanley Gritzbaugh, Rockford, President, 1970-71
Catherine Hudson, Mt. Carmel, District Leader
1976 John Heissler, Normal, President, 1969-70
Roy Weshinskey, Carbondale, 1962-63
1977 Paul Jocobs, U of I, President, 1971-72 (Executive Sectary, 1978-)
1978 Wilmer Lamar, Decatur and Urbana, President, 1953-54; Co-editor or Editor, 1954-74; Executive Secretary, 1967-78
1979 Margaret Ann Cummings, Mt. Vernon, President, 1961-62
Mary Ellen Poorman, Mattoon, District Leader
1980 Mary Brinkmann, Glen Ellyn, President, 1973-74
Margaret Crowe, Carbondale, President, 1975-76
Glenn Rittmueller, Hillside (Proviso West), President, 1974-75

Increased Attention to Elementary, Middle, and Junior High Schools

H. G. Paul and other early IATE leaders were mainly interested in high school teaching and in the articulation of high school and college English. Junior high schools did not get a good start until about 1920, and the Association tended to ignore them for a number of years after that, except for an occasional talk or article on some such topic as minimum essentials for the seventh grade. Elementary school teachers, who because they teach all subjects do not consider themselves teachers of English, found little to attract them in a "teachers of English" association or a periodical called an "English bulletin." Officers in the 1950's did make special appeals for elementary members, and sometimes earmarked conference sessions as of special appeal to elementary or junior high teachers. Some district leaders, too, tried to arrange programs to attract teachers on various levels. Gradually IATE participation by junior high teachers increased, but not until the 1970's did the Association prove attractive to more than a handful of elementary school teachers.

The first junior high school teacher to become president was

Dorothea Trump of Washington Junior High School in Naperville, in 1966-67. During her term on the Executive Council a special committee studied junior high school English teaching in Illinois. (She and her husband, incidentally, are responsible for the "Happy Hour" which has since become an established feature before the banquet.) Trump also managed to visit district leaders and district meetings, logging 2,065 miles in doing so, and she provided a time at the IATE conference when district leaders could get together for an exchange of ideas. She also suggested a Past Presidents' Breakfast, later implemented by Mary Brinkmann and others, at which the dozen or so past presidents who usually attend an IATE convention can meet socially over scrambled eggs.

Stanley Gritzbaugh of Rockford's Lincoln Junior High School was the second junior high teacher to serve as president, in 1970-71. Earlier he had chaired a committee that in 1965 had made "An Objective Survey Report of English in the Junior High Schools of Illinois," summarizing structures, curriculums, teacher preparation, and the like. Among its findings one concerned ability grouping: 115 reported that their English classes were grouped, 48 that they were not. Encouragingly, 88 stated that their department had a written course of study, 38 that it did not. Discouragingly, some teachers reported teaching as many as 220 students.

Gritzbaugh's study was followed by "Improving the Junior High School English Program," which I edited, and, in 1968, "The Teaching of Composition in the Junior High Schools of Illinois," a special project written up by Gritzbaugh and Trump. In 1966 one of the "Best Poetry and Prose" issues was devoted solely to junior high school writing. Although such special issues were not continued, teachers and professors responsible for making the annual selections since then have been asked not to overlook junior highs in their choices, even though that writing is obviously and inevitably less mature than that of the senior highs. Some convention program topics, too, are always chosen with junior high teachers especially in mind.

"Best Prose and Poetry" issues now also give recognition to elementary school pupils. The Late Spring, 1980, issue had a fifth-grade winner, second- and fourth-grade runners-up, and first-, second-, fourth-, fifth-, and sixth-grade honorable mentions.

In 1971 Walter Moore of the U of I College of Education prepared "A Thousand Topics for Composition: Revised, Elementary Level." This was again revised in Fall, 1980, by Eldonna Everetts, also of the U of I, in a 48-page issue that opened with a list of about sixty specific and informative points about the composing

process and teaching strategies, and ended with nearly two hundred very concrete "Practical Suggestions for the Teacher."

Evertts, encouraged by Executive Secretary Paul Jacobs and Editor Dorothy Matthews, has done more than anyone else toward arousing elementary school teachers' interest in IATE. At convention after convention she has set up program segments designed to help elementary teachers, she has written articles, and she has spoken at a number of district and state meetings. Although elementary school membership in IATE is still small, the realization appears to be growing that the organization is strongly interested in providing professional help to teachers in elementary and middle schools as well as in junior and senior high schools.

Special Projects

The IATE founders decided that the organization should undertake as a special project "the definite formulation of a course of study for secondary schools," and after two or three years of work on that impossible-to-complete endeavor turned their attention to other major activities such as studies of teaching conditions, lists of books desirable for school libraries, and others that have been mentioned earlier.

During most of its history IATE has continued to devote time and effort to one or more major, cooperative tasks. Since the 1950's, under the direction first of Emma Mae Leonhard of Jacksonville (a tiny but indefatigable woman) and then of Paul Jacobs, a Special Projects committee has coordinated this work. A *Newsletter* in 1965 listed a few of the results:

Teachers as Students See Them
World Literature in the High School
Teaching Aids in English (a long, annotated bibliography)
Correlating Grammar and Composition
Testing in English

The two editions of the Illinois literary map and their accompanying booklets were also designated as special projects, as were others, at various times, on the ideal English classroom, bulletin boards, literature of American ideals, evaluation of compositions, improvement of vocabulary, and teaching loads. More recent projects, all of them *Bulletin* publications, have included the preparation of beginning English teachers, the teaching of writing, and "Issues and Needs in the Profession" — nine articles in the Winter, 1979, *Bulletin*. One of those articles, by Kay Jacob of Romeoville, was called "'Burn-out' and the Teacher of English." Jacob defined

burn-out as a sense of dead-endedness, a feeling of nowhere to go, a belief that nothing new is happening. Possible remedies: Read something. Write something. Attend a live dramatic performance. Take an English course. Visit a spot which has literary significance. Change your bulletin boards.

The IATE *Newsletter*

The Executive Council in 1965 decided to publish two (sometimes three) newsletters — four to six 8½ x 11" pages each — to be distributed annually to English teachers throughout Illinois. Under the editorship of Joan Davis, 1965-68 and 1969-70, Carolyn Pierce, 1968-69, Charlene Tibbetts, 1972-80, and currently, Gail McWilliams, the *Newsletter* has carried news of the Association to all members, and as funds have allowed, to non-members as well. As many as eight thousand copies of some issues have been mailed.

One issue normally carries a preliminary program of the annual convention, along with news of district programs. The other or others carry miscellaneous news of IATE events and personalities. Here are some representative headlines from the past:

Creativity to Be Fall Conference Theme (1965)
IATE Has 2700 Members; Is Largest NCTE Affiliate (1965)
Junior High Committee to Survey Composition (1967)
Delegate Comments on NCTE Convention (1967)
District Leaders Report Activities (1969)
Survey Reports Issues to Be Faced by Concerned Members (1969)
Farrell's *Deciding the Future* Predicts English Teachers' Responsibilities Until 2000 A.D. (1971)
IATE Dues Raised to $5.00 (1972)
Fall Convention in Peoria (1972)
Elementary Teachers Sought for Membership in IATE (1972)
Guth and Macrorie Keynote Speakers (1975)
Banquet: Salute to Illinois Authors (1979)
Keeping Ahead in the Paper Chase (1980)

The Executive Secretaryship

Each year five teachers devote more time than anyone else to the work of IATE. They are the president, the third vice-president (who chairs the Program Committee), the editor of the *Bulletin*, the treasurer, and the executive secretary, who manages the central office and takes care of most correspondence, serves as

a member of the Executive Council and the Advisory Committee and chairs the Budget Committee, and the Publications Committee, serves as liaison with NCTE, stores and maintains IATE publications, maintains membership records, and coordinates planning for the annual conference.

Paul Jacobs, the second person to hold that office, says, "I probably give the equivalent of at least four hours per day to my job as Executive Secretary. How we got along in the days before Wilmer Lamar's appointment [as the first holder of the office] is still a mystery to me. I've always got more to do than I can possibly get done in the time I *should* give to IATE."

Incorporation

In 1968, during the presidency of William Campbell of Willowbrook High School, Villa Park, IATE began actively exploring the possibility of becoming incorporated (the minutes say "registered") as a not-for-profit organization. NCTE was urging its affiliates to take the step, partly for tax reasons: in years in which income exceeded expenses, an officially designated not-for-profit corporation would be exempt from a visit by IRS and such a corporation might also be excused from certain sales taxes or other state taxes.

Always, of course, IATE had been *de facto* not-for-profit. All its officers were and are unpaid, and whenever a surplus for a year exists, it is plowed back into the professional work of the organization. Incorporation would put a legal stamp, a cachet, on established reality.

Final action, however, was delayed seven years. In April, 1975, in the presidency of Margaret Crowe of Carbondale, the Executive Council gave its approval, and soon after that the Association became legally a not-for-profit corporation operating under the statutes of the state of Illinois.

Movable Convention Sites

As I have said earlier, IATE throughout its existence has been tied closely to the University of Illinois. Its first president and all its editors (except for the brief tenure of Francis Koenig, then of Streator) have been U of I faculty members. The University paid for printing and distributing the first *Bulletins* and except for a lapse during the Depression has continued to provide partial financial support for the publication. For many years IATE met in conference as, in effect, the English Section of the High School

Conference, which used always to be held on the U of I campus. When that conference ended — a victim of World War II and of inadequate housing for so many teachers at one time — it had become habitual, even traditional, for IATE to meet in Urbana-Champaign.

Occasionally, however, someone questioned the tradition. I remember, for instance, receiving in the mid-1950's a letter from a Bradley University English professor asking in blunt language why the U of I "hogged" the organization and suggesting that Bradley and Peoria would like to host a convention.

No positive steps were taken until the early 1970's, although the matter of possible rotation of conference sites was often discussed informally or semi-formally. Opinion in the Executive Council seemed usually to be about evenly divided. Wilmer Lamar, the executive secretary, opposed meeting outside Urbana-Champaign. Paul Jacobs, who would later succeed Lamar, was one of a group — eventually its leader — that favored rotation.

At the 1980 convention at Oakbrook, Jacobs told the banquet audience the story, the reasons for change, and the implications for IATE. He said in part:

> At its 1972 spring meeting, held at the Ascot House in Chicago, the IATE Executive Council made a crucial decision, one that would have far-reaching effects on the organization in the years since that time. On a vote of 13 to 12, the Council decided to begin, first on an experimental basis, holding its annual fall conferences at hotels in various parts of the state, thereby giving many more teachers in all parts of the state opportunities to become personally involved in the Association and its work, particularly in the planning and arranging for the annual conferences. Also, the Council believed that holding the conferences at a hotel where all the participants could be housed and where all the sessions could be accommodated in the same building would make it easier for participants in a variety of ways, especially in getting to know one another socially.

Jacobs went on to explain that the changes in sites for the fall conference — which in many ways is the focal point of the whole Association — necessitated constitutional changes, increased responsibility for the Executive Council and especially the president, a listing of specific duties for each officer (begun years earlier by Stanley Gritzbaugh but developed in detail by Jacobs), changes in IATE fiscal procedures, and more active leadership in districts where conferences would be held.

So the 1972 and 1973 conferences took place at the Hotel Pere Marquette in Peoria. In the following years the English teachers

met successively in Springfield, Arlington Heights (with over 1,000 present), Carbondale, Decatur, Rosemont (in the Hyatt Regency O'Hare), Springfield again, Oak Brook, and — in 1981 — in Peoria. The seventy-fifth birthday party will be held in the natal home, Urbana-Champaign, in 1982, but in the Ramada Inn Convention Center rather than at the University.

Ray Hollmann, president in 1972-73, has written me:

> I recently read a statement by the famous Jesuit geologist Teilhard de Chardin in which he said that there are basically two kinds of people: the immobilists, who want things to stay as they are and feel threatened by any kind of change, and the mobilists, who see change as natural and welcome it and help it to come about. Well, in this case the mobilists won out and we got the fall conference moved off the U of I campus. I think that getting off-campus was one of the best things that have happened to the organization. People now attend the meetings when they are in their general area who would never be able to attend the Champaign meetings.

In February, 1976, the IATE Advisory Council officially commended Paul Jacobs for taking the lead in moving the conference to various sections of the state. The citation said in part, "Members of the organization feel that your foresight in making this move away from the campus has been beneficial to the organization and its membership."

Relations with Other Groups

Besides working frequently with NCTE and occasionally with the English Club of Greater Chicago (which at this time is relatively inactive), IATE has had on-again off-again relationships with several other professional organizations and state agencies. A complete listing would be tedious, but here are some examples:

Cooperation with the Illinois Library Association on improvement of school libraries

Program-sharing with speech associations and with associations of school administrators

Participation in the Illinois Alliance for Arts Education (a current interest)

Occasional use of high school "Visitors" as IATE speakers (The visitors were formerly responsible for school accreditation.)

Representation on the Illinois Curriculum Program (IATE's official representatives in the late 1940's and early 1950's were

first Lois Dilley of Rockford, then Mina Terry of Petersburg; an IATE group headed by Emma Mae Leonhard was responsible for a curriculum guide, *English Language, Composition, and Literature, Grades VII-XII,* published in 1963 by the Office of Public Instruction.)

Cooperation with the Illinois Office of Education, especially in the 1960's and 1970's (IATE urged and got appointment of English specialists in IOE and sometimes placed IOE personnel on IATE conference programs.)

Cooperation with the Illinois legislature (Florence Cook of Shabbona and Orville Baker of Northern Illinois University were particularly active in informing legislators concerning educational policies of special interest to English teachers. In 1975 the Executive Council authorized Baker and his Legislative Liaison committee to "bring together the presidents of all academic organizations in the state with the intent of promoting joint action in matters of concern to all teachers in Illinois," e.g., certification requirements and retirement laws.)

Resolutions

Resolutions adopted by members who attend official sessions of an organization afford one way to publicize points of view held by the majority of those present. Perhaps the best-publicized IATE resolution was one already discussed, urging that high school teachers' loads be limited to one hundred students in four classes. This resolution was reaffirmed several times at business meetings, although the figure of 100 was changed to 110 in 1976.

In general, unfortunately, IATE resolutions have tended to be ideologically and philosophically empty, often mere (though perhaps genuine) expressions of thanks to officers, local committee personnel, and others. There have been some exceptions, however, especially in the 1970's, when Orville Baker took the lead in urging adoption of such resolutions as these (reprinted here in incomplete form):

> *Censorship:* . . . that the teacher must have the freedom to choose materials for his own classroom instruction within the guidelines of community sensibilities.
>
> *Teacher certification:* . . . that permanent teacher certification in the junior and senior high school be given only to teachers who have 30 semester hours of graduate credit beyond the bachelor's degree, at least half of them in the subject to be certificated.
>
> *Undergraduate preparation of teachers:* . . . that English teach-

ers must have one course in the subject to teach grammar, American literature, English literature, world literature, reading, or dramatics.

Oral English: . . . that a semester course in speech be required in high schools.

Full literacy: . . . that the IATE actively work to establish and maintain as the central core of the English curriculum those learning activities that develop students' abilities to express themselves orally and in writing and to comprehend the oral and written expressions of others; and that instead of a curriculum geared to improve test scores, the IATE advocate a curriculum incorporating as many different kinds of language experiences as possible — a curriculum with the broader goal of full literacy, in addition to teaching basic reading and writing skills.

Competency tests: . . . that language competency tests include a sample of expository writing to be evaluated by English teachers at the local level.

Bilingual education: . . . that the main objective of all bilingual programs be to prepare students to function in the mainstream of American culture through written and oral competency in the use of Standard American English.

Reminiscences of Some Past Presidents

The entire 1968 conference was a special one inasmuch as it had the theme of "Visible Products of the 'New English' " and focused on the work and accomplishments of about half of the U.S. Office of Education Curriculum Study Centers. Participants in the program came from almost every region of the country, including Hawaii. (— **Paul Jacobs**)

Many of the main speakers at the annual meetings gave me ideas which I used in my teaching. I also learned much from the various seminars conducted by classroom teachers. For example, Oct. 20, 1962, Poetry Seminar by Paul E. Healy, who provided a handout, "Poetry as a Window on Life." Kelly High School, a booklet, "Independent Study Projects" (1965). "The Circular Essay," by Richard Calisch (Elk Grove High School, 1969). (— **Dorothea Trump**)

I cannot begin to tell you how much the years of my active participation meant to me. I first joined IATE when I became head of the English Department at Lincoln Junior High School [Rockford]. In the early years I enjoyed the meetings and profited from them, but I felt alone and insignificant. The turning point came when Dr. Woodson Fishback made me a member of the Publication Committee that produced *Communication in the High School.* That put me on the road to becoming one of Emma Mae Leonhard's "boys," as she called us. Then came my appointment as Chairman of the Junior High School Projects Committee, and I was on my way to some of the happiest and most rewarding years of my professional life. (— **Stanley Gritzbaugh**)

As a district leader I began attending the meetings of the Executive Council and began to become active in the leadership of the organization. In 1971 it was my responsibility to find an author for our recently instituted Illinois Author-of-the-Year Award. I remember the chagrin I felt when I received a handwritten note from Ray Bradbury in California saying he would have to forego the honor we were attempting to bestow on him. I threw away the note in the heat of the moment, but now wish that I had kept it to show to my creative writing students. "'Look, kids. Here is Bradbury's handwriting." (— **Ray Hollmann**)

I myself have learned much from the *Bulletin* and the annual conference programs, and of course I've also been inspired by many of the leaders. And, naturally, as a teacher I've tried to pass on to my University students some of that knowledge and inspiration. Almost all of our English education majors join IATE and NCTE by the time they are juniors, and many of them continue their memberships after they formally enter the profession. (— **Paul Jacobs**)

I still believe in the District Leader plan, but it, of course, is no better than the DL's we have. In parts of the state where we have strong leaders, we have the most members and therefore are most influential. It's from these leaders, too, that we can secure potential officers. There's no better way for one to learn about the organization than to become a DL and sit in on Executive Council meetings. There is no better way for the Association to find its future officers. (— **Clarence Hach**)

I feel we need an organization like IATE. The difficulty is to get administrators and teachers to see the advantages of belonging to such an organization and the need for attending the meetings. (— **Margaret Ann Cummings**)

I taught English for 48 years. Now I am a little old lady looking back. The IATE made me look upon teaching as a *profession*, not just another job. I am proud to have been a teacher, and if I were given a second chance, I'd be a teacher again. I'd join teacher organizations for new ideas and up-to-date methods and materials. I met some wonderful people and made lasting friendships. I first learned about the Association through Dr. Harry G. Paul, who after taking class roll one October day in the early 1920's asked us to go to the Auditorium to attend the IATE convention, over which he presided. Essie Chamberlain of Oak Park talked about her book *Essays, Old and New*. I was deeply impressed by Miss Chamberlain and realized that the teaching profession had people of ability and charm. I was born wanting to be a teacher, and that day I saw someone that I wanted to emulate. (— **Addie Hochstrasser**)

Presidents of IATE

1907-08 E. C. Baldwin, Urbana-Champaign (U of I)
1908-09 W. E. Simonds, Galesburg (Knox)
1909-10 C. N. Greenough, Urbana-Champaign (U of I)
1910-11 H. E. Giles, Hinsdale
1911-12 W. F. Mozier, Ottawa
1912-13 J. F. Hosic, Chicago (Normal College)
1913-14 W. Wilbur Hatfield, Chicago (Normal College)
1914-15 J. M. Crowe, Chicago (University H. S.)
1915-16 B. C. Richardson, Alton
1916-17 J. M. Clapp, Lake Forest (Lake Forest College)

1917-18 Lorimer V. Cavins
1918-19 A. F. Trams, Joliet
1919-20 J. O. Huff, Urbana-Champaign (U of I)
1920-21 Florence Skeffington, Charleston (Eastern)
1921-22 Essie Chamberlain, Oak Park
1922-23 Clara Hawkes, Decatur
1923-24 C. W. Woolbert, Urbana-Champaign (U of I)
1924-25 Eva Mitchell, Chicago (Englewood H. S.)
1925-26 Isabel Hoover, Macomb (Western)
1926-27 Florence Crocker, LaSalle

1927-28 Essie Chamberlain, Oak Park
1928-29 Essie Chamberlain, Oak Park
1929-30 Frank Platt, Oak Park
1930-31 Howard DeForest Widger, Charleston (Eastern)
1931-32 Frank Platt, Oak Park
1932-33 Mellie John, Rockford
1933-34 Ruby Kirk McLean, Waukegan
1934-35 Nellie Taylor Raub, Westville
1935-36 Elizabeth Scott, Champaign
1936-37 Francis Koenig, Streator

1937-38 Josephine Harris, Centralia
1938-39 Elizabeth Graham, Springfield
1939-40 Frank DeLay, Winnetka
1940-41 Mary Miller, Danville
1941-42 Lois Dilley, Rockford
1942-43 Bernice Falkin, Pekin
1943-44 Bernice Falkin, Pekin
1944-45 Hazel Anderson, Galesburg

1945-46 Hazel Anderson, Galesburg
1946-47 Ellen Burkhart, Benton

1947-48 Mary Carlson, Rockford
1948-49 Mary Heller, LaSalle
1949-50 Mina Terry, Petersburg
1950-51 Addie Hochstrasser, Paris
1951-52 Hila Stone, Robinson
1952-53 Alice Grant, West Rockford
1953-54 Wilmer Lamar, Decatur
1954-55 Charles Willard, Carbondale (Southern)
1955-56 Helen Stapp, Decatur
1956-57 Margaret Adams, Sycamore

1957-58 Eugene Waffle, Charleston (Eastern)
1958-59 Emma Mae Leonhard, Jacksonville
1959-60 Florence Cook, Shabbona
1960-61 J. N. Hook, Urbana (U of I)
1961-62 Margaret Ann Cummings, Mount Vernon
1962-63 Roy Weshinskey, Carbondale (Southern)
1963-64 Marion Stuart, Champaign
1964-65 Philip Ford, Chicago (Chappell School)
1965-66 Orville Baker, DeKalb (Northern)
1966-67 Dorothea Trump, Naperville

1967-68 Elmer Brooks, Charleston (Eastern)
1968-69 William Campbell, Villa Park
1969-70 John Heissler, Normal (Illinois State)
1970-71 Stanley Gritzbaugh, Rockford
1971-72 Paul Jacobs, Champaign (U of I)
1972-73 Raymond Hollmann, O'Fallon
1973-74 Mary Brinkmann, Glen Ellyn
1974-75 Glenn Rittmueller, Proviso
1975-76 Margaret Crowe, Carbondale
1976-77 Norman Stewart, Decatur

1977-78 Clarence W. Hach, Evanston
1978-79 Glenn Grever, Normal (Illinois State)
1979-80 Lee Mulcrone, Hoffman Estates
1980-81 Mary Sasse, Carbondale